DOCUMENT RESUME

ED 416 242 TM 028 122

AUTHOR	Pechman, Ellen M.; O'Brien, Eileen M.; Wodatch, Jessica K.
TITLE	Measuring School Reform: Recommendations for Future SASS Data Collection. Working Papers Series.
INSTITUTION	Policy Studies Associates, Inc., Washington, DC.
SPONS AGENCY	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-WP-97-12
PUB DATE	1997-04-00
NOTE	172p.
AVAILABLE FROM	U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Room 400, Washington, DC 20208-5654.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Data Collection; Educational Administration; *Educational Change; Educational Finance; Educational Technology; Elementary Secondary Education; *Measurement Techniques; Partnerships in Education; Policy Formation; Productivity; Professional Development; *Research Design; *Surveys; Teaching Methods
IDENTIFIERS	*National Center for Education Statistics; Reform Efforts; Schools and Staffing Survey (NCES)

ABSTRACT

This paper addresses the potential of the National Center for Education Statistics (NCES) to measure education reforms in the United States through Schools and Staffing Survey (SASS). How the SASS can measure reform, the type of reform it should assess, and the elements of school reform that would best serve the needs of state and federal policymakers are considered. The first section of this paper describes school reform, suggests why it is important to measure it, and describes the challenges and appropriateness of using the SASS to measure its progress and effects. Section II describes eight reform elements that are proposed as a framework for examining reforms that are important to measure. These are: (1) governance and organizational infrastructure; (2) classroom instructional practices; (3) professional development of teachers; (4) programs and educational services for varied populations; (5) family and community partnerships; (6) finances and human resources development; (7) educational productivity; and (8) technology. Section III examines the extent to which the SASS and other large-scale surveys already measure reform, and section IV summarizes the analysis and recommends better ways for the SASS to collect data to provide a national window on reform. Appendixes A and B summarize the framework of school reform elements and provide background information about the surveys reviewed. Appendix C lists items from the SASS and other surveys that could be used or modified to measure important school reform elements. (Contains 51 references.) (SLD)

ED 416 242

NATIONAL CENTER FOR EDUCATION STATISTICS

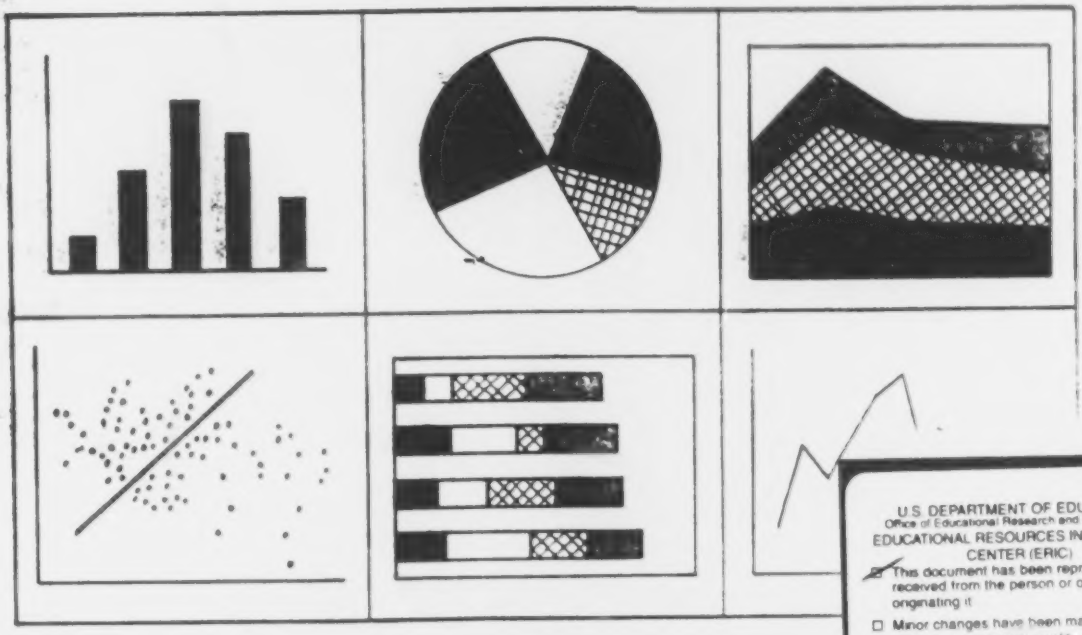
Working Paper Series

Measuring School Reform:

Recommendations for Future SASS Data Collection

Working Paper No. 97-12

April 1997



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

U.S. Department of Education
Office of Educational Research and Improvement

BEST COPY AVAILABLE

Measuring School Reform:

Recommendations for Future SASS Data Collection

Working Paper No. 97-12 April 1997

Contact: Mary Rollefson
Surveys and Cooperative Systems Group
(202) 219-1336
e-mail: mary_rollefson@ed.gov

U.S. Department of Education
Richard W. Riley
Secretary

Office of Educational Research and Improvement
Ramon C. Cortines
Acting Assistant Secretary

National Center for Education Statistics
Pascal D. Forgione, Jr.
Commissioner

Surveys and Cooperative Systems Group
Paul D. Planchon
Associate Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to:

National Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Suggested Citation

U.S. Department of Education. National Center for Education Statistics. *Measuring School Reform: Recommendations for Future SASS Data Collection*, Working Paper No. 97-12, by Ellen M. Pechman, Eileen M. O'Brien, and Jessica K. Wodatch. Project Officer, Mary Rollefson. Washington, D.C.: 1997.

April 1997

Foreword

Each year a large number of written documents are generated by NCES staff and individuals commissioned by NCES which provide preliminary analyses of survey results and address technical, methodological, and evaluation issues. Even though they are not formally published, these documents reflect a tremendous amount of unique expertise, knowledge, and experience.

The ***Working Paper Series*** was created in order to preserve the information contained in these documents and to promote the sharing of valuable work experience and knowledge. However, these documents were prepared under different formats and did not undergo vigorous NCES publication review and editing prior to their inclusion in the series. Consequently, we encourage users of the series to consult the individual authors for citations.

To receive information about submitting manuscripts or obtaining copies of the series, please contact Ruth R. Harris at (202) 219-1831 or U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Ave., N.W., Room 400, Washington, D.C. 20208-5654.

Susan Ahmed
Chief Mathematical Statistician
Statistical Standards and
Customer Services Group

Samuel S. Peng
Director
Methodology, Training, and
Service Program

Measuring School Reform:

Recommendations for Future SASS Data Collection

Prepared by:

Ellen M. Pechman
Eileen M. O'Brien
Jessica K. Wodatch

Policy Studies Associates, Inc.

Prepared for:

U.S. Department of Education
Office of Educational Research and Development
National Center for Education Statistics

April 1997

TABLE OF CONTENTS

		Page
Foreword		iii
I.	Defining School Reform	1
	Measurement Criteria	3
	Measuring Implementation and Effects of Reform	4
II.	Delineating School Reform	6
	Governance and Organizational Infrastructure	7
	Classroom Instructional Practices	10
	Professional Development of Teachers	12
	Programs and Educational Services for Varied Populations	13
	Family and Community Partnerships	14
	Finances and Human Resources Development	15
	Educational Productivity	16
	Technology	18
III.	Measuring School Reform	19
	Data on School Reform from the Most Recent SASS	19
	Data on School Reform from Other Surveys	23
IV.	Summary and Recommended Approach	31
	Recommended Approach	33
References		35

Appendix A:	Conceptual Framework for Measuring School Reform
Appendix B1:	Large-Scale Surveys with School Reform Items
Appendix B2:	List of Surveys and Abbreviations Used
Appendix B3:	SASS and Large-Scale Surveys: Number of Items on School Reform
Appendix C1:	Governance and Organizational Infrastructure
Appendix C2:	Classroom Instructional Practices
Appendix C3:	Professional Development of Teachers
Appendix C4:	Programs and Educational Services for Varied Populations
Appendix C5:	Family and Community Partnerships
Appendix C6:	Finances and Human Resources Development
Appendix C7:	Educational Productivity
Appendix C8:	Technology

This paper addresses the potential of the National Center for Education Statistics (NCES) to measure education reforms in the United States through the Schools and Staffing Survey (SASS). The overarching questions are: How can SASS best measure school reform? Should it measure the implementation or the effects of school reform? What are the elements of school reform that would best serve the needs of state and federal policymakers? To answer those questions, we describe school reform, suggest why it is important to measure, and describe the challenges and appropriateness of using SASS to assess its progress and effects. Section II describes eight reform elements that we propose as a framework for examining reforms that are important to measure. Section III examines the extent to which SASS and other large-scale surveys already measure reform, and Section IV summarizes our analysis and recommends how SASS could better collect data to provide a national window on the status and progress of reform. Appendices A and B summarize our framework of school reform elements and provide background information about the surveys we reviewed. Appendix C lists items from SASS and other surveys that could be used or modified to measure important school reform elements.

I. Defining School Reform

School reforms are changes occurring in schools and education administrative agencies that are designed to improve educational programs or outcomes or to correct institutional problems or defects. They include changes made to the programs, processes, and organizational systems where teaching and learning occur. According to education historians Tyack and Cuban (1996), reforms are either provoked by social or political upheavals or reflect internal improvements that individuals or institutions undertake in response to changing circumstances.

Tyack and Cuban (1996) argue that reforms survive because they adhere to the "pedagogical speed limit" and quickly become a familiar part of the landscape and known elements of "real school." Reforms that are institutionalized are typically noncontroversial programs and organizational add-ons that do not disrupt the *status quo*. Significantly, they have a following of policy leaders and influential educators who support their stability. Once reforms become an accepted part of the structure of schooling, they might be criticized, but they are rarely abolished.

The high visibility of the federal reform policies of the 1990s and questions about their impact on districts and schools suggest the need for a nationally-representative data base on reform to guide policy making. Such reforms as state academic standards, aligned assessments, and systemic policies all indicate a growing need for data on how school and district operations have and will change in response to local, district, state, and national policy changes. The SASS surveys of teachers, schools,

and districts may be adaptable to that task since SASS has already established a baseline of data on several key reform themes.

Accessibility of up-to-date, accurate information about education outcomes has made data an essential element of the equation at many points in the policy planning and implementation process (Elmore, 1996). Policymakers, impatient with past uneven successes and frequent education policy changes, are seeking to ground new education initiatives on more solid evidence of program outcomes and student achievement (Odden & Clune, 1995). As analysts and practitioners become increasingly proficient in data-based decisionmaking, they become committed to using a respected data source such as SASS for periodic progress reporting on implementation.

Although researchers and policymakers routinely conduct studies to assess the effects of new education initiatives and program innovations, it has been difficult to sustain a nationwide data collection effort about school change. Many reforms are often short-lived--introduced with great fanfare but only partially implemented--and quickly replaced by a new reform before survey instruments can be adequately piloted and data collected, cleaned, and analyzed. Other reforms are ill-defined or illusive, requiring what Tyack and Cuban (1996) call "careful detective work" to assess the actual impact of proposals to improve schools.

In the early phases of reform it is difficult to know exactly what to track. Tyack and Cuban (1996) suggest three reasons why this may be so: (1) the time lag between initiation and implementation of a reform; (2) the uneven penetration of reforms in various educational settings and communities; and (3) the difference in impact across social groups. In addition, as Baker (1996) and Jennings and Stark (1995) point out, educational reform as a political process is always in flux: "What is 'hot' today is not tomorrow, but it may be back in ten years," Baker observed (1996, p. 33). In studying reforms during the 1960s and 1970s, McLaughlin (1990) concentrated on the policy impacts of the reforms. Retrospectively, she acknowledges that while her research to understand how reform occurred concentrated on how policies changed, it was the embedded structures in which teachers and schools worked that most influenced change (McLaughlin, 1990, p. 14).

Reforms often fade for a number of reasons: because they are ill-defined, incompatible with assumptions about how schools work, or institutionalized and, therefore, they become invisible features of the educational landscape. Fluid terminology and education reform concepts make it difficult to collect national data about those initiatives that most affect schools, especially in the early stages when changes are just beginning to take shape. Common understandings of new and modified terminology evolve slowly and in concert with reform priorities, posing obvious problems when data collection requires a high level of specificity with which to construct reliable instruments.

Furthermore, as Tyack and Cuban point out, "Major changes have sometimes taken place in relative silence. Minor changes, deliberate at first, have often become so common as to be taken for granted and not perceived as reforms" (1996, p. 54).

The instability of many school reforms makes describing and reporting on them a challenge, regardless of the data collection method used. Yet reforms are routinely instituted at all levels of schooling (classroom, school, district, and state) and in all facets of education (governance, policy, instruction, professional development), both systemically and independently. Their prevalence provides the opportunity for SASS to track implementation, stability, and effects at the multiple levels and locations at which they occur. Measurement difficulties should not deter researchers from monitoring important aspects of school reform through SASS, so we must determine how that measurement would best occur.

In the next sections, we describe general and specific criteria for selecting potential survey items for SASS that would track reform. We next distinguish between types of items that measure the implementation of school reform and the effect of that reform. Finally, we summarize the current SASS coverage and gaps in measuring reform, and then do the same for other large-scale and publicly available surveys. Appendix B summarizes the surveys we examined; Appendix C contains items from SASS and other surveys that hold potential for measuring reform.

Measurement Criteria

Recommendations from Boe (1996), Jennings and Stark (1996), Mullens and O'Brien (1996), and Mullens (1995) provided general and specific criteria for selecting or developing SASS survey items on school reform. According to these general criteria, survey items should:

(1) Inform state and local education policy, and, where feasible, be used to inform broad national policies (Boe, 1996; Jennings & Stark, 1996; Mullens, 1995)

(2) Use terminology that is well-defined and commonly understood by the respondent populations that participate in SASS (Mullens, 1995)

(3) Avoid duplicating population estimates in other high quality, large-scale NCES surveys such as the Common Core of Data (Mullens & O'Brien, 1996)

(4) Be measured through sample survey methods that minimize response burden (Mullens & O'Brien, 1996)

(5) Be written at a level of specificity appropriate to the respondent group (Mullens, 1995)

From the commissioned SASS papers (Mullens and O'Brien, 1996), we also identified four specific criteria for survey items that measure the extent of reform implementation. According to these specific criteria, survey items should:

(1) Capture data on themes that reoccur through the continuing survey cycles of SASS and avoid being distracted by politically visible but potentially short-lived initiatives.

(2) Collect information on the results of reform: the school, classroom, curriculum, and instructional processes likely to change as reform is implemented.

(3) Restrict measurement to reforms that are sufficiently well-institutionalized across the country so that their impact can be assessed reliably in a state- or nationally-representative sample.

(4) Use language that is understood widely and descriptive of reforms implemented in multiple and diverse contexts.

Measuring Implementation and Effects of Reform

We think it is important to distinguish between items that directly seek information about the *implementation* of school reform and those that seek to understand the *effects* of school reform. Responses to the former would provide immediate insights about the extent to which certain reforms are or are not in place; responses to the latter would provide information about the effects of school reform on, for example, organizational structure, parent and community involvement, and classroom instruction. The following question from the Principal Survey of the Classroom Effects of Reform (Charting Reform) Survey is useful in tracking the existence or implementation of programs that respond to issues important to school reformers and identifies specific restructuring efforts:

> Using the following scale, please indicate the extent to which your school is involved in the following restructuring efforts. (1=Characteristic of most of my school, initiated prior to reform, 2=Characteristic of most of my school, initiated since reform, 3=Something that we will be working on more in the next two years, 4=Not a priority for the next two years, 5=Not important)
>
> - Students participate in community-based learning
> - Long-term adult mentors for students
> - Teachers work closely with parents and human service professionals to meet student needs
> - School has a systematic program for parent involvement in the academic life of students that goes beyond the normal activities of PTA, parents' night, and attendance at extracurricular events

- School has formal mechanisms for coordinating with community agencies, for example, offering services dealing with child care, drug and alcohol abuse, and parental employment and training, etc.
- School participates in an external mentoring program, such as "I Have a Dream," which follows students for several years
- School offers adult education programs and recreational opportunities for the community
- School has formal parent and community volunteer program
- School has formal arrangements with local employers to place students in career-ladder jobs during the school year, summers, and following high school graduation
- School has formal arrangements with institutions of higher education to assist students in continuing their schooling

Charting Reform, Principal Survey, 1994

In comparison, responses to a different sort of question provide information with which to measure the effect of school reform. The following question, for example, asks about one type of effect resulting from a restructured class schedule.

Fifty-minute periods were introduced at the beginning of this school year. Now that most of the year has passed, please mark how you feel about them: (Strongly disagree, Disagree, Agree, Strongly agree)
The 50-minute period:

- Provides greater opportunity for student learning
- Reduces opportunities for teachers to work together
- Overall, is better for students
- Overall, is better to teachers

Charting Reform, Principal Survey, 1994

For measurable school reforms, SASS may be a very useful instrument. SASS was first administered in 1987-88 to provide data that would inform state and federal decisionmakers and the educational research community about public and private elementary and secondary schools. Its linked set of surveys and survey processes provide a network of interlocking data sets from different organizational elements at the classroom, school, and district levels. The surveys generate recurrent information on public and private elementary and secondary schools, teachers, and administrators that would be ideal for monitoring school reform or change over time.

The data collected by the 1993-94 SASS fall into four general categories:

- Teacher supply, demand, and attrition, with attention to critical shortage areas and the policies and practices to meet the demand in those areas

- The professional characteristics, preparation, and experience of teachers and administrators, their perceptions of school conditions, professional responsibilities, decision making, and compensation

- The conditions and characteristics of the school as a work and learning place, including characteristics of the student body, curriculum, special programs, and organizational structure

- The availability of school programs and policies such as English as a second language, bilingual education, diagnostic and prescriptive services, and programs for the gifted and talented (Mullens & O'Brien, 1996)

These topics remain an important core of the next SASS, and the survey could provide a proper home for items exploring related reform issues. In two separate efforts, experts have suggested that NCES would be wise to improve the scope and the usefulness of all data collection on school reform efforts (Hoachlander, Griffith, & Ralph, 1996; Mullens & Kasprzyk, 1996). Participants in the 1996 NCES seminars on new directions for SASS suggested that SASS investigate school reform efforts within broad educational categories at district, school, and teacher levels in four distinct dimensions of reform (Mullens & Kasprzyk, 1996):

- Classroom curriculum and instructional processes

- Elements of school organization and resource allocation

- Professional development of teachers

- The use of technology in classrooms

Collecting data on specific elements of education reform will establish a baseline for a continuing analysis of the evolution of schools, teachers, and students. SASS evidence about the presence or absence of key features of schooling can provide the first large-scale base of information on the existence or evolution of education reform. To date, studies of reform have typically relied on case studies and more limited surveys than SASS. A survey data base developed through SASS could describe the impact national education reforms have at the school and district levels in ways heretofore impossible. Significantly, a SASS data base on reform could also make possible systemic studies on the relationships between educational outcomes and specific reform practices.

II. Delineating School Reform

Our review of recent research on education reform catalogued a wide array of topics that have been, or are being, actively explored and promulgated by education experts. The topic list below places school reforms within the broadened educational context in which they occur. We have

organized the framework into eight topics that affect student learning through teachers, classrooms, and schools. The topics reflect (1) Baker's (1996) and Boe's (1996) suggestion that SASS concentrate on the changes that occur at the district, school, and teacher level, and (2) other analysts' emphasis on studying reforms that help set high expectations for learning among children and capacity building among professionals (Choy, 1996; Stodolsky, 1996). The eight topics are:

- Governance and organizational infrastructure
- Classroom instructional practices
- Professional development of teachers
- Programs and educational services for varied populations
- Family and community partnerships
- Finances and human resource development
- Educational productivity, and
- Technology

This framework is intended to be comprehensive and include the major issues currently being advocated. Many of the most visible reforms are relatively new, tried in comparatively few schools and districts, and still being defined. Final discourse about which of these reform components SASS should track depend on selection criteria that we address in Section III of this paper. This section reviews briefly the research underlying each topic. Appendix A summarizes the framework.

Governance and Organizational Infrastructure

Hannaway and Carnoy (1993, p. 232) describe policymakers' affection for altering the governance of schools as a "fatal attraction." These authors note that when schools and society appear to be "in trouble," policymakers seek "solutions" by changing the organizational structures of schools. The result is that governance has become the major policy instrument of recent reforms, offering a smorgasbord of choices for how to organize and manage schools. Our review of the research highlighted six clusters of governance and organizational activity:

- Policy making structures
- Organizational arrangements of schools

- Staffing and managing of state and local education agencies and schools
- Organizing uses of learning/teaching time in schools (see also classroom instructional practices)
- Institutional capacity building for managers and school leaders
- Organizational influences of the courts

New policy making structures for guiding schools have emerged since the 1960s when the federal government began to insist on equal access to good schools for minority and poor children. Federal activism began with the government's oversight of its investments in civil rights and stepped up with its support for curriculum innovation and services to students with special needs resulting from poverty, limited-English speaking ability, or disability (Odden, 1991). Eventually the federal government tightened its program monitoring and reporting requirements, and state and local governing agencies adapted their policies to meet evolving federal standards. With each new program strategy and funding cycle, both federal and state government officials sought to shape how districts and schools administered supplementary funds. Federal and state agreements on policy implementation escalated the policy making at every layer in the governance structure, strengthening the influence over school policy making by legislatures, state and local school boards, and various interest groups. Moreover, new stakeholders--business alliances, political groups, and collaboratives--have become more influential partners in school policy making (Fuhrman, Clune, & Elmore, 1988, in Odden 1991). Evolving policy making structures also promote staffing and management autonomy with incentives and sanctions to improve student and school accountability for educational outcomes (Fuhrman & O'Day, 1996). Inducements such as regulatory flexibility--especially when combined with adequate professional development, collaboration, and continual retraining--have also changed the policy making structures that influence school improvements (Wohlstetter & Mohrman, 1994).

Alternative organizational arrangements of schools grew out of the lessons learned from the effective schools movement of the 1970s. Emerging private sector management concepts contributed focused ideas about how schools can be better organized and more efficiently managed (Odden & Odden, 1995). Some districts encouraged dividing schools with large populations into small, personalized groups taught by teaching teams in "houses" or "cadres." Others altered traditionally graded elementary and junior high schools into developmentally responsive primary (for example, multi-graded kindergarten through second or third grades), upper elementary, and middle school programs to reflect emerging research on the specialized educational needs of children at different phases of development. State legislatures established laws promoting publicly-funded alternative structures such as magnet programs, schools-within-schools, or private or quasi-private schools

chartered by groups of parents or teachers to create ways for parents to increase their school choices (Hannaway & Carnoy, 1993). Such laws allow students to (a) move within and between districts to attend schools; (b) take college or university courses; (c) enroll in residential and special high schools for academically talented students; and (d) participate in academies and special focus schools for students who need special help or who have talents that would benefit from intensive training (Fossey, 1992).

The federal government encouraged "systemic" staffing and management reforms to bring increased coherence to how federal, state, and local education agencies use funds to improve school efficiency and responsiveness (Smith & O'Day, 1991). The 1994 Elementary and Secondary Education Act (ESEA) reauthorization, National Science Foundation funds, and Goals 2000 encourage states to re-examine policies on school and district organization, curriculum and evaluation, teacher preparation, licensure, and retraining (Massell, Kirst, & Hoppe, 1996). Systemic reforms include decentralization policies that replace regulation with flexibility and emphasize site-based management that gives principals, staffs, and community decision-making teams greater autonomy over the day-to-day decisions that affect student learning (Wohlstetter & Mohrman, 1994). The premise of these reforms is that deregulation and program flexibility can lead to more effective classroom and school instruction that (1) is content-focused, (2) is well-planned and organized, and (3) emphasizes student mastery of rigorous curriculum content (Corcoran & Wilson, 1986; Purkey & Smith, 1983), even in schools with high concentrations of low income and educationally disadvantaged students (Odden & Odden, 1995).

Recent governance reforms have even examined traditional time constraints that rule the school day, the school year, and teachers' use of time for teaching and planning, finding that traditionally structured schedules are the "unacknowledged design flaw in American schools" (National Education Commission on Time and Learning, 1994). Despite efforts to make substantial adjustments, however, only marginal changes occur in the quality and quantity of students' time for learning or in how teachers allocate their own professional time (Adelman, Haslam, & Pringle, 1995). Studies of the effects of operating schools year-round also fail to provide conclusive information about the relative merits of changing how schools distribute time across the 12-month calendar year (Pechman, O'Brien, & Mullens, 1995). This suggests the need for an information base on the (1) amounts and ways teachers use time while "on the clock" in school and on unpaid, personal time; (2) the ways student time is allocated in the day, the week, and the year; (3) the extent to which communities experiment with alternative uses of the school building during low-use periods throughout the year; and (4) the effects on student learning, especially achievement among children with different learning needs, and teachers' beliefs about their working conditions.

Institutional capacity building is necessary to prepare school personnel at every point in the system--from school to school board--for new leadership roles and different kinds of managerial responsibilities. If schools are to become high performance organizations, managed by teachers and principals, all the players within and surrounding them--state and district managers, staffs, and community members--will need to develop a common vision that significantly alters current expectations about the goals of schools and the means to accomplish those goals. Moreover, for decentralized management to be effective, there must be tight policy coordination among the three levels of governance to which schools are accountable, and adequate organizational capacity building through technical assistance, professional development, and resources (GAO, 1993). These adjustments are large in scale, and, thus far, the evidence suggests that the likelihood of stabilizing such dramatic organizational reforms remains an open question. According to Wohlstetter & Mohrman, "there is scant evidence that schools get better just because decisions are made by those closer to the classroom" (1994, p. 1).

Finally, the courts are expected to have a substantial effect on American schooling as school reforms are designed to address equity issues. Odden and Odden (1995) speculate that "the bold education reforms of the 1990s could very well stimulate a wide array of new federal court decisions on education policy," and that "the courts could become the surprise partner of education reform," requiring programs that eliminate educational differences across racial lines and equalize funding (p. 325). Four organizational areas where the courts are most likely to act are: (1) school funding and resources allocation; (2) desegregation and educational equity; (3) racially or ethnically related differences in students' achievement of educational standards, as measured by new assessments; and (4) private and parochial school programs, including the uses of vouchers and charters to support non-public school programs.

Governance and organizational infrastructure are lively arenas of policy making reform, but many of the initiatives receiving the greatest policy attention are relatively new and still developing. Interest in collecting data about these reforms through SASS must be tempered by the uncertainty about which components will become long-term features of schools and educational organizations.

Classroom Instructional Practices

If improved outcomes are the evidence that school reform is benefiting students, measuring the curriculum enacted in classrooms and the instructional approaches selected by teachers are the best information sources about the progress of school reform. Organizational structures can shift and professional development in reform methods can occur, but no reform will have been achieved if

students' learning activities in school remain unchanged. Mullens (1995) and Mullens and Leighton (1996) reviewed the evidence of reforms in the broad realm of classroom instructional process and identified four dimensions that have potential value for understanding the evolution of professional practices in classrooms and the opportunity of students to learn:

- Conditions and context of learning
- Course content and emphasis
- Instructional activities of teachers and students
- Materials

The current reform movement appears to be emphasizing new models of instruction that engage students actively in learning higher-order thinking skills. Past emphasis on "basic" skills, minimum competencies, and passive drill and practice teaching has shifted toward high expectations for all students to develop proficiency in problem-centered and rigorous academic courses.

Systemic reforms assume that the intended curriculum is set at the district level and is constant within classrooms and across contexts within the district. While a curriculum emphasizing problem solving, reasoning, and long-term projects may be common within a school or district, the instructional pedagogy to achieve that curriculum may differ across classrooms (Stodolsky, 1996). High-quality instruction also requires adequate educational resources, including physical materials and technology that work in tandem with skilled pedagogy (Corcoran & Goertz, 1995, among others). Adequacy of resources is a cross-cutting theme central to high-quality classroom instructional practice and several other dimensions in this taxonomy.

These dimensions are potential priority areas for SASS assessment because they are strongly related to student achievement and amenable to policy making. Collecting information about reform effects on the teaching that occurs behind the classroom door is an elusive base of information that researchers are still learning about (Porter & Smithson, 1995). Current and recent NCES-funded projects explore data collection about curriculum and classroom pedagogy within one content area and a limited range of grade levels (Mullens & Leighton, 1996). A challenge for SASS will be to select those aspects of classroom activities that can be adequately captured in a periodic survey, conducted across all subjects and grades.

Professional Development of Teachers

In a recent review, Mullens, Leighton, LaGuarda, and O'Brien (1996) established the following taxonomy of measurable elements of professional development:

- Design of professional development: the connection with broad school improvement goals and responsiveness to teacher and organizational needs
- Delivery of the professional development: the options for teachers, types and duration of activities, and uses of available professional resources
- Content of the professional development: the subject matter, instructional strategies, and organizational skills
- Context in which professional development occurs: the institutional support, financing, and school culture
- Outcomes of development activities, including changes in teachers' knowledge/attitudes and classroom practices, in schools, and in students

Reformers are calling on teachers to make radical changes in their curriculum and instructional practices and professional development is the proposed vehicle (Corcoran & Goertz, 1995). Professional development entails increasing the ability of teachers and the supportive institutions around them to work more effectively, expanding the substantive knowledge of what is to be taught, and providing better pedagogical tools to ensure that all students accomplish the goals set by their teachers and communities.

Cohen (1995) and Corcoran and Goertz (1995) (see also Fuhrman & O'Day, 1996) suggest that building professional capacity to meet emerging standards requires changing at least two aspects of instruction. First, teachers need to improve their knowledge of the content they teach and their knowledge of content-related pedagogy. Second, teachers must relinquish low expectations for students with special educational or language needs and from poor and minority families.

Data about the professional development of teachers provides the basis for charting and understanding the professional capacity building in schools, its prevalence, and its change over time. Collecting such data assumes that the goal of professional development is to improve the quality of teaching by improving teachers' skills in assessment, classroom management, pedagogy, and content expertise. Indicators about the content and quality of teachers' professional advancement activities show the degree to which the capacity-building initiatives that schools and districts are undertaking amidst reform occur in the areas of instruction that researchers advocate.

Programs and Educational Services for Varied Populations

Social change will place new pressure on schools to provide all students with expanded school services. The changing needs of students in public and private schools will require systems to address intense stress factors in students' lives. Poverty, unstable family structures, and increasing numbers of students with special needs make clear that schools will be called on to cope with the resulting challenges.

SASS can offer a descriptive data base about the changing services that schools are providing. Data are needed in six categories:

- Services for students with special educational needs, learning disabilities, and learning abilities
- Services for limited-English speaking students
- Services for youth and families
- Services for individual students at risk of educational failure
- Cross-cultural programs to serve various immigrant populations
- Supplementary educational and recreational services (including preschool and before and after-school programs)

During the past several decades, educators separated special services for high needs students into remedial or supplementary programs. Unfortunately, this approach unnecessarily stigmatized students and diluted rather than enhanced their opportunities for learning (Milsap, Moss, & Gamse, 1993). As a result, current reforms encourage the "inclusion" of at-risk students in the same programs as their age peers to reduce isolation and increase the substantive quality of their opportunities for learning. Instruction for all children is expected to focus on solving complex, meaningful problems that connect "everyday" and "school" knowledge; embed basic skills instruction in context; make connections between students' prior knowledge and their culture; build on the social nature of learning through small and whole group discussions; and focus on developing thinking skills from the earliest grades. The 1994 Improving America's Schools Act (IASA) deliberately encourages a "schoolwide" approach to serving students at risk, and, in time, future special services and resources may be wholly integrated within mainstream academic programs.

BEST COPY AVAILABLE

Data collection should track information on school trends in serving at-risk students; classroom strategies and school district supplementary services for high-risk students; and services for students and families at risk, including preschool programs, extended school-day activities, and recreation programs.

Family and Community Partnerships

Researchers have documented the strong connection between parent and community participation in schools and higher achievement among students. Regardless of student age, family income, or parent education, family involvement in schools seems to increase the likelihood of students' academic success (U.S. Department of Education, 1994, September). National (Epstein, 1992) and international studies (Stevenson & Stigler, 1992) indicate that parent involvement and student motivation improve when schools welcome parents and reach out to help parents improve children's learning at home. Epstein's research (1995; Epstein & Hollifield, 1996) establishes a conceptual framework for understanding the expanded, two-way context in which parents and communities can and need to support schools. Those elements include:

- Parent education and skills development
- Communicating among families, schools, and communities
- Volunteering in schools
- Participating in decision making
- School, business, governmental, and community collaborations

The evolving concept of family and community partnerships draws together three overlapping "spheres of influence" on children--families, schools, and communities--that influence their learning and development (Epstein, 1995). These partnerships involve schools and community members collaborating in large and small ways on behalf of children. Schools help parents develop their skills as children's "first teachers;" parents and community members volunteer in classrooms as assistants and teachers or mentors. Communication occurs through various means, including newsletters, cable television broadcasts, and written "compacts" that define shared expectations and responsibilities among schools and parents. Schools formalize new decision-making roles for parents that routinely involve parents and community representatives in planning and program implementation. Community groups devise collaborations among businesses; social services agencies; and universities, colleges, and community colleges to lend support to students and families (Epstein, 1992).

The federal government under Title I of IASA is encouraging states, districts, and schools to write constituency-based partnerships plans that describe how parents and other community representatives can become involved in designing and implementing continuous school improvements. Schools with Title I programs must establish "compacts" with parents that detail school and home responsibilities for supporting students. Other IASA components encourage schools to develop linkages with health and social services agency linkages and business partnerships to advance school-to-work alliances.

We can expect expanded programs to help parents support their children's learning at home (LaGuarda, Funkhouser, Stief, Gonzales, Goldstein, & Murphy, 1996). SASS can be a resource to determine the extent of these practices and to assess their impact in varied school contexts.

Finances and Human Resources Development

Education reformers are likely to call for redesigned finance systems and new strategies for identifying, recruiting, and compensating school staffs. Three priority areas have emerged:

- Finance strategies, including changes in federal, state, and local finance systems
- Equity attained by expanding programs and increasing resources to prevent school failure and enhance school success
- New salary structures, policies for recruitment, compensation, and certification

Finance and resource data collection involve the scope of public school funding: programmatic, human, and capital resources, and the mechanisms to account for per pupil spending (Chambers, 1996). As education funding increases, the amount states and districts allocate varies across school districts within states, and it varies unequally. Site-oriented fiscal policy initiatives such as charter schools, public choice, vouchers, private contracting, and school-site budget management influence the equitability of resources distribution (Odden, 1990). In addition, if decentralized management places greater fiscal and administrative burdens on schools and local districts, there will be further need for comparative finance and resource data. Legislatures and local school districts are likely to call for data they can use to identify new strategies for equalizing school funding and to set equity targets for distributing state and federal aid (Odden & Odden, 1995).

Teacher compensation policy, incentive systems, and certification programs are three resource issues likely to increase in importance. Massell et al. (1996) spell out five domains of compensation

BEST COPY AVAILABLE

in which states are developing new policies: salaries and incentives, preservice training, inservice training, certification, and evaluation. States continue to experiment with teacher incentive systems. They are seeking to incorporate principles of skill-based pay, school-based performance awards, and pay for the specific job (Kelley & Odden, 1995), making school-based incentive programs such as those in South Carolina, Kentucky, and Texas may become more widespread (Massell et al., 1996).

Certification programs are becoming more complex as states add new dimensions or requirements to traditional certification. By 1990, 30 states mandated some form of testing as part of their certification requirement; life-time licensure had been virtually abolished; and recertification required teaching experience and continued formal training. Finally, more states and districts are compensating teachers for participating successfully in national or state board certification programs, with interest growing in the certification program offered by the National Board for Professional Teaching Standards (Massell et al., 1996).

Educational Productivity

Educational productivity refers to educational results, usually indicated by important outcomes such as: the number and competence of high school graduates; overall student achievement; the number of students enrolling in higher education and postsecondary career development programs; achievement in high poverty schools; and the performance gap between minority and white students (Odden & Clune, 1995). Attention to productivity is consistent with the results orientation advocated by educational reformers (Smith & O'Day, 1991). Reformers advocate that schools set new, more ambitious expectations for students, including: rigorous "standards" that define a broader and deeper core of content expectations; pedagogy that emphasizes group work, discussion and writing, and discourse and debate (Fuhrman & O'Day, 1996); student assessment as a component of instruction (Boe, 1996; Chambers, 1996); indicators of school-level accountability and the rewards and sanctions that motivate educational productivity (Odden & Clune, 1995). Research suggests four aspects of educational productivity can inform our understanding of reform:

- Standards
- Student assessment and achievement
- School accountability
- Rewards, sanctions, and competition to motivate achievement

New approaches to productivity analysis reflect changing expectations for what schools should be accomplishing. "Standards" have become an important component of instructional reform. The initial conceptualization of systemic reforms in the early 1990s made content and performance standards (the material students could demonstrate "they know and can do" as a result of a rigorous academic program) the centerpieces of policies for raising expectations for learning (Fuhrman, 1993; Smith & O'Day, 1991).

How student achievement is measured is an important and changing component of the standards-based reforms initiatives. The reauthorized Elementary and Secondary Education Act requires that all states receiving federal education funding test students at least once during the early elementary, middle school, and high school years in reading or language arts and mathematics. States and LEAs increasingly use a variety of standardized and teacher-made tests to monitor local performance, report outcomes for accountability, and provide evidence that Title I schools are achieving "adequate yearly" academic progress.

Testing is also changing in type and purpose. Policymakers are now looking toward tests referenced to specific standards or objectives that measure students' extended performances via short tasks, essays, and individual and group "projects." Some states are developing combination assessment systems that report both norm-referenced and criterion-based performance information to meet both state and federal expectations (Massell et al., 1996). States such as Arizona, California, and Vermont that took the lead in developing ambitious performance tests in the early 1990s encountered considerable political opposition and are again rethinking their testing programs. Still other states (among them Connecticut, Kentucky, Maryland, New York, and Massachusetts) continue to press forward with innovative testing on variously modified time schedules (Blank, Pechman, & Goldstein, forthcoming). SASS data on types of student assessments will aid policymakers in their efforts to understand the effects of the changes they make.

Indicators of school accountability and student progress include the number of academic courses required for graduation; postsecondary education participation; minority participation in postsecondary education programs; and the achievement of students on national and international tests (Massell et al., 1996; Odden & Clune, 1995). Rewards and sanctions are being explored as mechanisms for ensuring an accountability and outcomes orientation. "In a perfect world," writes Cohen (1995), "one would not need to discuss rewards and penalties," but rewards and penalties are mechanisms used increasingly to signal what is most valued and to recognize those who achieve the valued goals. Questions about what rewards and penalties are best suited to improving student achievement, and who should be rewarded, have become important aspects of current reforms (Fuhrman & O'Day, 1996).

Technology

Technology is a critical resource for restructuring school organization, management, teaching and learning, and evaluation. David (1991) observes that technology can transform what organizations look like, how they function, and how people interact within them. Introducing technology into schools connects teachers, students, and managers to vast information resources, and provides tools for changing the ways schools accomplish their goals, including using computers, distance learning mechanisms, and various media and technological tools and instruments used in all content areas.

Fulton (1996) states that educational use of technology accomplishes three goals: it (1) enhances instruction by providing teachers with new ways of teaching; (2) results in greater teacher productivity; and (3) supports teacher learning. To these we add a fourth: educational use of technology contributes to more efficient and responsive management decision making by organizing the flow of resources into classrooms; planning and scheduling classes, teams, and activities; and collecting, evaluating, and using data.

Fulton also points out that, to date, the primary information gathered by SASS about technology are counts of computers available in schools. This is only one piece of a more complex puzzle. She concludes that data collection should also define the effect of state policies on access to technology; how computers are actually used by teachers and students; and their impact on teaching and learning. We suggest incorporating these themes into five broad areas that can yield information about how technology supports student learning by streamlining management and reforming how teachers and students work in schools:

- Developing and using technology-based information systems in school and district management and communication
- Improving instruction and opportunities for all children, including teachers' use of technology in the classroom
- Creating professional development opportunities for teachers, classroom assistants, and school- and agency-level managers
- Establishing and maintaining program and student accountability
- Organizing school operations, e.g., transportation systems, scheduling of students and courses, scheduling staff

III. Measuring School Reform

Data on School Reform from the Most Recent SASS

To assess the potential for documenting reform through SASS, we first reviewed items in the 1993-94 SASS to identify (1) existing items that address reform themes and (2) gaps in reform measurement in the current SASS. We then reviewed instruments used in recent large-scale surveys of reform to identify other items that could be adapted for SASS.

SASS already measures many aspects of reform topics in our framework. The largest number of SASS items addressing reform are in governance and infrastructure; the delivery of professional development; programs and services for varied populations; and career patterns, mobility, and compensation. There are fewer items on classroom instructional practices; certain dimensions of professional development among teachers; family and community partnerships; educational productivity; and technology. No SASS items document school finance reform, but there are SASS items on labor markets, compensation, and recruitment.

SASS items for each of the eight reform areas are examined in further detail below.

Governance and organizational infrastructure. SASS currently has a substantial number of questions about governance and organizational infrastructure (see Appendix C1); most focus on policy-making structures, such as the item below. They target reforms dealing with school-based management, teacher authority and autonomy, and the perception of decision-making power within a school. However, SASS currently collects no information on waivers or the flexibility of rules.

> 25. Using the scale 0-5, indicate how much ACTUAL influence you think each group or person (State Department of Education; School district staff; School board; Governing/Diocesan board; Principal/School head; Teachers; Curriculum specialists; Library media specialists/Librarians; Parent association) has on decisions concerning the following activities:
>
> a. establishing curriculum
> b. hiring new full-time teachers
> c. setting discipline policy
> d. deciding how the school budget will be spent
> e. determining content of in-service programs
> f. evaluating teachers
>
> *SASS Public School Principal Questionnaire[1], 1993-94*

[1] A similar item appears in the Public School Teacher Questionnaire (#44) and the Private School Teacher Questionnaire (#44).

SASS also includes a number of items regarding the organizational arrangements of schools, asking questions about the existence of magnet programs, vocational programs, and early childhood education programs, as well as seeking classification of school type and class type. One of these SASS items--the item below on tech-prep programs--has been criticized for not being specific enough in its definition of such programs (Choy, 1996). The item defines tech-prep broadly and omits a unique and defining aspect of such programs. The resulting data may overestimate the prevalence of such programs since "almost any school with a vocational program could respond affirmatively to this question."

> 29c. Does this school have a "Tech-prep" program, i.e., vocational technical instruction in the last two years of high school designed to prepare students for two years of vocational instruction at the postsecondary level?
>
> *SASS Public School Questionnaire, 1993-94*

SASS has items that collect some data on specialized academies, magnet programs, and home schooling (see Appendix C1). These items could be modified to generate more detail, and expanded to include other alternative organizational arrangements such as year-round schooling, charters, vouchers, and schools within schools.

The SASS surveys also contain a few items regarding the availability of medical services, alternative scheduling, and uses of learning/teaching time. Some SASS items also explore an organization's capacity to build and sustain the ability to respond appropriately to social and organizational demands (see Appendix C1). No items seek information about the organizational influence of the courts.

Classroom Instructional Practices. SASS currently asks a limited number of questions that measure reform in how instruction is delivered, such as the items below.

> 9. Rate the adequacy of the entire [library media center's resources] collection to meet the needs of multi-cultural education.
>
> 15. Does this school practice distance learning? For example, are lessons taught via television, satellite, or computer network?
>
> *SASS Public School Library Media Center Questionnaire, 1993-94*

Some of the instructional practice items recommended in an earlier paper (Mullens, 1995) were included in the 1994-95 Teacher Followup Survey. An expanded survey on the instructional practices used in 8-10th grade mathematics classes will be pilot tested in 1997 and should be available later for wider use. These items are contained in Appendix C2.

Professional development of teachers. SASS asks a few fairly comprehensive questions about teachers' and librarians' experience with the design, delivery, content, context, and outcomes of professional development (see Appendix C3). The following items, for example, ask about delivery and content of professional development:

30. Since the end of last school year, in which of these activities related to teaching have you participated?

1. SCHOOL DISTRICT sponsored workshops or in-service programs
2. SCHOOL sponsored workshops of in-service programs
3. University extension or adult education courses
4. College courses in your subject field
5. Professional growth activities sponsored by professional associations
6. Committee to integrate academic skills into the vocational curriculum
7. Other curriculum committee
8. Committee on selecting textbooks or materials
0. None of the above

31. Since the end of last school year, have you participated in any in-service or professional development programs which focused on the following topics?

a. Uses of educational technology for instruction (e.g., use of computer, satellite learning)
b. Methods of teaching your subject field
c. In-depth study in your subject field
d. Student assessment (e.g., methods of testing, evaluation, performance assessment)
e. Cooperative learning in the classroom

SASS Public School Teacher Questionnaire, 1993-94

Two previous papers (Gilford, 1996; Mullens, Leighton, Laguarda, & O'Brien, 1996) recommended expanding professional development items; those recommendations are currently being considered by NCES.

Programs and educational services for varied populations. Seven items from the 1993-94 SASS questionnaires address the existence of programs and services for varied populations (see Appendix C4). For example, this SASS item may show the effect of reform measures when tracked over time.

22. Please indicate whether each of the following programs or services is currently available at this school either during or outside of regular school hours and regardless of funding source.

a. Remedial reading
b. Remedial mathematics
c. Programs for students with disabilities
d. Programs for the gifted and talented
e. Extended day or before-school or after-school day care programs
f. English as a Second Language
g. Bilingual education
h. Diagnostic and prescriptive services
i. Medical health care services

SASS Public School Questionnaire, 1993-94

BEST COPY AVAILABLE

SASS data collection in this area includes items that measure the existence and availability of programs and services for varied populations (Appendix C4).

Family and community partnerships. Among the 1993-94 SASS questionnaires, six questions address family and community partnerships, and a smaller number seek information about school reform as it relates to family and community partnerships (see Appendix C5). The Library Media Center questionnaires also include items that explore reform in the areas of parenting, learning at home, volunteering, and communicating with families and communities. Some of the items about decision-making structures (e.g., SASS Public School Questionnaire 33 a-b, Appendix C5) ask whether parents are included and the types of activities these structures address. SASS does not currently address schools' collaboration with local business, governmental, and community organizations.

Finances and human resources allocation. Three items in the Teacher Demand and Shortage Questionnaire for Public School Districts and the Private School Questionnaire, such as the one below, seek information about pay incentives.

> 53a. Does this school (or an organization with which it is affiliated) use any of the pay incentives listed above [cash bonus, different step on the salary schedule, other salary increases] to recruit or retain teachers to teach in fields of shortage?
>
> *SASS Private School Questionnaire, 1993-94*

SASS also has a series of items that collect data on salary schedules, compensation, and retirement plans (Appendix C6). There are no items that collect data on finance strategies, equity, or equalization issues.

Educational productivity. SASS currently collects information about student requirements for graduation, school graduation rates, and rates of student applications to college (see Appendix C7). SASS does not seek information on student assessment and achievement, rewards, sanctions, and competition to motivate achievement.

Technology. School reforms in technology, like programs and services for varied populations, can initially be measured by learning about the existence and availability of technologically advanced materials (Appendix C8). SASS has several questions in the Library Media Center Questionnaires on the availability of technology. An example follows:

13. Does this SCHOOL have the following equipment or services --

a. Cable television?
b. Broadcast television?
c. Closed circuit television?
d. Satellite dish?

SASS Public School Library Media Center Questionnaire, 1993-94

The SASS teacher surveys also ask about professional development for using educational technology:

31. Since the end of last school year, have you participated in any in-service or professional development programs which focused on the following topics?

a. Uses of educational technology for instruction (e.g., use of computer, satellite learning)

SASS Public School Teacher Questionnaire, 1993-94

To learn about technology's impact on school reform, data are needed that assess the use of technology in transforming instruction, increasing teacher productivity, or supporting teacher learning. Currently SASS items on technology focus only on availability and professional development. Other papers produced for NCES, most notably Fulton (1996), also recommend expanding the number of items on the uses of school technology.

Data on School Reform from Other Surveys

To analyze how data about school reform have been collected through other surveys, we culled items from a range of national, state, and university sources. We examined more than 25 surveys; only 17 were appropriate for our purposes. We sorted items by the reform elements they addressed, then compared stems, response options, and formats. We found substantial duplication among surveys; for instance, several surveys use items that are very similar to SASS items in areas such as perceptions of decision making power within schools or the existence of programs for special populations.

Many of the existing survey items on reform are perception questions, subject to types of response bias that limit accuracy and reliability. Other items are more descriptive, showing the outcomes of reforms in more measurable terms, such as the extent of teachers' knowledge and use of standards. There were also major gaps in the collection, with no items addressing some of the framework elements. Some survey items cover more than one element and sometimes several

elements are addressed within a single item. The items included below are examples of the best items currently available.

Governance and organizational infrastructure. In the surveys examined for this study, the issues of policy making structures, staffing and management, and uses of time are covered more thoroughly than the issues of organizational arrangements of schools and court influences on school organization (see Appendix C1). Seventeen survey items collect information on policy making structures, with most items soliciting teacher and principal perceptions about influence and control. As mentioned earlier, several items appear to be modeled after SASS items. For example, variations of the following SASS item appear in the National Education Longitudinal Study of 1988 (NELS), the National Assessment of Educational Progress (NAEP), Charting Reform, Reform Up Close, and Prospects:

> 44. Using the scale 0-5, how much actual influence do you think teachers have over school policy in the following areas:
>
> a. setting discipline policy
> b. determining the content of in-service programs
> c. hiring new full-time teachers
> d. deciding how the school budget will be spent
> e. evaluating teachers
> f. establishing curriculum
>
> *SASS Public School Teacher Questionnaire 1993-94*

Other surveys address general staffing and management patterns and the use of specialists or aides to augment their teaching staff. NAEP, for example, addresses these staffing arrangements through two questions below:

> 20./21. Is there a curriculum specialist available to help or advise you in each of the following areas (Yes, No)?
>
> - reading
> - mathematics
>
> *National Assessment of Educational Progress Reading and Mathematics Teacher Surveys*

> 22. How often do you usually have instructional aides or volunteers to assist you in your classroom (Every day, several times a week, once a week, less than once a week, never)?
>
> *National Assessment of Educational Progress Teacher Survey*

Other surveys also concentrate on teacher uses of time, with eight items focusing on this topic. An item from the Reform Up Close survey exemplifies the type of data collected in such items.

39. During regular school hours, about how many hours per week do you have free for lesson planning and class preparation?

Reform Up Close, 1994

As states, districts, and schools enact changes to their governance and organizational structures, some encounter various types of "roadblocks" or barriers that may prevent changes from having their desired effects. The following item attempts to identify these barriers, and in doing so collects information on many of the governance subthemes and other reform elements.

5. Listed below are several factors which could be considered "roadblocks" preventing principals from doing the job they would like to do. Please check your response (not a factor, somewhat a factor, serious factor).

- Collective bargaining agreement
- Poor communication from central and district offices
- Inability to obtain sufficient funding
- Inability to provide time for teacher planning or professional development
- Lack of district-wide flexibility
- State or Federal mandates (desegregation, special education, bilingual education, etc.)
- Lack of recognition/reward for principals
- Resistance to change by staff
- Standardized testing practices
- Difficulty removing poor teachers
- Teacher turnover
- Time required to administer/supervise extracurricular activities
- Time taken by administrative detail at expense of more important matters

Charting Reform, Principal Survey, 1994

A few items address issues of school organizational arrangements (Appendix C1), three of them focusing on restructuring efforts (schools-within-schools, interdisciplinary teams, extended school days).

Classroom instructional practices. A prior study (Mullens, 1995) analyzed existing surveys for items in this area and recommended a number of survey items for SASS. Most were field-tested and used in the 1994-95 Teacher Followup Survey; an expanded set of items will be piloted in an NCES project during 1997. Appendix C2 displays the items from this project.

Professional development of teachers. Two previous studies (Gilford, 1996; Mullens, Leighton, Laguarda, & O'Brien, 1996) addressed SASS professional development data collection. Both studies recommended potential items for inclusion in the next SASS, and these are shown in Appendix C3. These items have not yet been field tested.

Programs and educational services for varied populations. We identified eight survey items in this area. Most focus on services for students with special educational needs or services for students with limited English proficiency. Two cross-cutting items address services for youth and families; one of these also solicits information on supplementary educational and recreational services. Most of the items that collect data in this area are similar to those in SASS surveys, such as the two shown below from the NAEP teacher surveys.

24.-30. Approximately what percentage of students in your school receives the following services?

- Subsidized school lunch and/or nutrition program
- Remedial reading instruction
- Remedial mathematics instruction
- Bilingual education
- English-as-a-second language (not in a bilingual education program)
- Special education for handicapped students
- Gifted and talented education

33.-41. Are any of the following policies or programs in effect in your school this year?

- Before- or after-school remedial instructional program
- Before- or after-school instructional enrichment program
- Summer-school program
- Full-day kindergarten
- Pre-school program
- Before- or after-school child-care program

National Assessment of Educational Progress, 1992

Only one non-SASS item (Appendix C4) could be construed to ask about services for students in severe risk situations; we found no items that collect data on cross-cultural programs to serve students from immigrant families.

Most of the items in this category collect information about the existence and availability of programs for varied populations. They do not provide detailed information about the characteristics of such educational services or school strategies to prepare varied populations to achieve high academic standards within mainstreamed classrooms.

Family and Community Partnerships. This element of reform is covered extensively in other surveys (see Appendix C5), primarily through the research of the Center on Families, Communities, Schools, and Children's Learning (Epstein & Salinas, 1993) and recent Fast Response Surveys from NCES that focus on education reform and family-school partnerships. Most of these items are couched in terms of traditional parent roles, such as attending teacher association meetings, parent-teacher conferences, and attending or chaperoning school events.

Some items cut across the reform themes identified in our framework, addressing communication with families and communities and volunteering in the schools. Several items listed in the framework under Governance and Organizational Infrastructure section also address parent involvement in decision-making structures. Few survey items focus on parent education, skills development, and support for developing parents' skills. We located a single item that touched on community collaboration.

The following is an example of a cross-cutting item that addresses communication, parent involvement in decision making, and volunteering in the schools.

6. For each area of parental involvement below, indicate to what extent you have engaged in the activity with parents of your students, and indicate the extent to which you need information on these activities to involve parents in student learning. (yes/no)

- Providing information or advice to parents to help them create supportive learning environments at home (e.g., shared parent-child activities, periodic review of homework folders by parents, etc.)
- Involving parents in classroom activities
- Sharing responsibility with parents for academic performances of their children (e.g., parent/teacher or parent/school compact, etc.)

Fast Response Survey on Education Reform, Teacher Survey, 1996

While few surveys asked about school communication with communities, many surveys concentrated on schools' communication with families. The item below asks school administrators about the information supplied to parents and the types of communication that occur between parents and staff.

3. How often do the following forms of communication between parents and staff occur throughout your school? (response options range from always to never)

- Parents are given written interim reports during grading periods.
- Parents are requested to sign off on homework.
- Parents have access to a school-sponsored "homework helpline" for information on assignments.
- Parents are given written information about the goals and objectives of the school's regular instructional program.
- Parents are given written information about the school's overall performance on standardized tests.
- Parents receive positive phone calls or notes from teachers when their children's performance improves at school.
- Parents are given examples of work that meets high standards.
- Parents are notified about children's ability group placements.

Fast Response Survey on Family and School Partnerships, 1996

BEST COPY AVAILABLE

Items from two surveys--NAEP and Epstein School and Family Partnerships--collected information on volunteering in the schools, focusing on how volunteers are used. The item below solicits information from teachers on the classroom use of volunteers.

3A. In my CLASSROOM, volunteers...

- I do NOT use classroom volunteers
- Listen to children read aloud
- Read to the children
- Grade papers
- Tutor children in specific skills
- Help on trips or at parties
- Give talks (e.g., on careers, hobbies, etc.)

School and Family Partnerships Teacher Questionnaire

Few items attempt to learn about the critical two-way partnerships that schools are building with homes and communities, which some researchers say are essential for ensuring that all students attain high academic standards. Only one item solicits information on the practice of school staff in conducting home visits (Appendix C5) and four items collect data on parent-school compacts (Appendix C5). These are the only attempts at documenting such two-way partnerships. Another item, shown below, collects data on schools' interactions with community groups.

Using a scale of 1 to 5 (1=Characteristic of my school to 5=Not important), please indicate the extent to which your school is involved in the following restructuring efforts.

- School has formal mechanisms for coordinating with community agencies, for example, offering services dealing with child care, drug and alcohol abuse, and parental employment and training, etc.
- School participates in an external mentoring program, such as, "I Have a Dream," which follows students for several years
- School has formal arrangements with local employers to place students in career-ladder jobs during the school year, summers and following high school graduation
- School has formal arrangements with institutions of higher education to assist students to continue their schooling

Charting Reform, Principal Survey, 1994

Finances and human resources development. We found no non-SASS items on reform of finance strategies or resource allocation to promote equity and equalization.

Educational productivity. Most of the survey items addressing educational productivity focus on standards and student assessment (Appendix C7). Fewer items dealt with school accountability indicators (Appendix C7); none addressed rewards, sanctions, and competition to motivate achievement.

Several of the items on standards assess teachers' understanding of various standards, school support for the use of standards, and teachers' use of standards in their instruction. Most of these items are not outcomes-oriented and do not address changes in student performance due to the presence or use of standards. The following items attempt to detect teachers' awareness about certain standards and whether the use of standards is supported at various administrative levels.

18. Please indicate how familiar you are with each of the documents listed below. (Have not heard of this, have heard of this)

- NCTM Curriculum and Evaluation Standards;
- California Mathematics Framework, etc.

19. Now indicate your opinion about how well each statement applies to your school and district. (Strongly disagree, strongly agree, don't know.)

- The principal of this school is well-informed about one or more of these documents
- There is a school-wide effort to achieve the kind of mathematics education promoted by one or more of these documents
- Our district is providing extensive staff development based on one or more of these documents

Survey of Elementary Mathematics Education in California

Two items from the Fast Response Teacher Survey on Education Reform also address standards use and other subthemes within educational productivity. The item from the teacher survey is shown below.

3. The following are examples of some types of activities that are part of new or ongoing education reforms taking place in various parts of the country. For each, indicate in column A the extent to which you are implementing the activity in your classes (not at all to a great extent). In column B, check the three activities for which information is most needed.

- Assisting all students to achieve to high standards
- Providing students or parents with examples of work that is successful in meeting high standards
- Using authentic student assessments (e.g., portfolios) that measure performance tied to high standards
- Using curricula tied to high standards
- Using instructional strategies (e.g., hands-on activities, cooperative learning) tied to high standards
- Using textbooks or other instructional materials tied to high standards
- Using innovative technologies such as the Internet and telecommunications-supported instruction

Fast Response Survey on Education Reform, Teacher Survey, 1996

The Fast Response Survey on Education Reform provides a list of definitions for some of the terms used in the survey, which helps ensure that respondents understand the terminology in the intended manner. Other terms, such as "authentic assessments," "performance-based assessment," or

"portfolios" used in five items, were not defined and may not be commonly understood or have the same meaning to all respondents.

Within productivity, many items query teachers about the types of assessments used. A sample item follows:

How important are each of the following for you in judging how well students are learning?

- Multiple-choice tests
- Short-answer tests
- Essay tests
- Student work on open-ended problems
- Portfolio of student work
- Group projects
- Individual projects
- TAP (standardized achievement test) results

Charting Reform, Tenth Grade Teacher Survey

One interesting item investigates the principal's perception of whether program decisions are aligned with assessment activities by analyzing the school use of student performance data:

Please indicate the extent to which your school is involved in the following restructuring efforts.

- School makes program decisions based on systematic analysis of student performance data

Charting Reform, Principal Survey

We identified two items on school accountability indicators; one such item from NAEP is shown below.

16. Are results of district-wide or statewide standardized tests used throughout your school for public accountability and reporting (to parents, district, state, etc.)?

National Assessment of Educational Progress

We found no items on rewards, sanctions, and competition to motivate achievement.

Technology. There are a large number of existing survey items on school and classroom use of technology, and many items address the area of improving instruction and opportunities (Appendix C8). The following is an example of an item that attempts to document how computers are used in the classroom.

22. During this school year, how many times did you use computers in school in any of the following different ways?

- learning something new
- doing drills and practice
- conducting laboratory experiments
- writing/word processing
- programming assignments
- spreadsheet assignments
- assignments to analyze data
- taking tests
- playing games
- other

Computers in Education Study, Student Survey

We found few items that addressed continuing professional development in technology or organizing school operations (Appendix C8). We found no items that addressed the use of technology in school and district communication or establishing and maintaining program and student accountability.

IV. Summary and Recommended Approach

For this study, we reviewed the literature on education reform and identified eight elements of reform that directly affect schools and can potentially be measured by SASS: governance and organizational infrastructure; classroom instructional practices; professional development (of teachers); programs and educational services for varied populations; family and community partnerships; finances and human resource development; educational productivity; and technology (Appendix A). We then reviewed the 1993-94 SASS and over 25 additional large-scale survey instruments measuring components of reform (Appendix B) to identify potential survey items that could be used to document the status and evolution of these topics (Appendix C). In this section, we summarize our findings and offer recommendations on how SASS can collect data on the status and progress of education reform.

SASS already measures some aspects of school reform. The largest number of items addressing reform are in governance and infrastructure, the delivery of professional development, and programs and services for varied populations. NCES-sponsored development work that has already occurred and other available large-scale survey instruments offer potential items to measure classroom instructional practices, dimensions of professional development among teachers, family and community partnerships, and a selection of topics within finance, educational productivity, and technology.

While we identified numerous items in other large-scale surveys that measure some aspects of reform topics, many would need modification to measure school reform comprehensively. Items that address some reform subtopics are too narrowly focused or elicit perceptions instead of direct evidence of reform implementation. Documenting school reform more fully requires additional developmental work such as expanding existing items and designing and pilot testing new items.

Governance has become the major policy instrument of recent reforms, offering a wide array of proposals for modifying traditional policy making structures, school organizational arrangements, and professional roles and relationships. This is also the area with the largest number of existing SASS items on reform. For example, questions in the current SASS track policy making structures, school-based management, shared decision making, and teacher authority and autonomy, but there are aspects of each of these subtopics that are not measured. No items gather information on year-round schools, charter schools, vouchers, and schools within schools. Furthermore, no items generate information on how waivers, a key feature of the recent federal legislation, increase the flexibility of school programs and instructional options, especially in schools serving students at risk. Finally, no items address the influence of the courts on schools, although policy researchers anticipate the courts will continue to be a strong influence on education nationally, especially in matters related to the equitable distribution of state and local resources.

The enacted classroom curriculum and teachers' instructional approaches to help students become competent thinkers in core content areas can be indicators of school reforms. Previous NCES item development to measure classroom instructional practices and teachers' professional development has resulted in draft items in these areas. The proposed instructional processes and professional development items will be piloted in 1997 (Mullens et al., 1996).

The current SASS and other survey instruments include items for collecting basic information about programs and educational services for varied populations and family and community partnerships. These items, however, do not capture adequate information about the characteristics of before-and-after school programs, preschool and other early childhood education, and expanded health and human services for youth, families, and students at risk, among other educational services. They also do not generate information about the strategies schools use to prepare varied populations to achieve high academic standards within mainstreamed classrooms.

Although researchers suggest that helping all students attain high academic standards is strengthened by two-way partnerships between the school and the parents/community, available items primarily capture information about traditional connections between home and school such as parent

conferences, participation at school meetings, and volunteering. Missing are items to document those partnerships and other new initiatives in parent education.

Many schools and districts are rethinking their finance systems and initiating new strategies to identify, recruit, and compensate professional staff. SASS gathers interesting data on recruitment and compensation of teachers, but it could collect more on financing structures, taxation policies, and new mechanisms for distributing resources.

There exist a rich set of questions about standards setting, testing, and teachers' use of standards, but items do not capture quality indicator information about the alignment of accountability policies, standards, and methods for assessing and reporting students' achievement of harder content and thinking capacities.

Upgrading available technology and applying technological tools to a wide array of management and instructional functions in schools is recognized as essential to achieving the national education goals. With few exceptions, however, available technology items collect information at such a fine level of detail that they may not be appropriate for a general K-12 survey. Moreover, they do not address the wide array of emerging technology applications to management, assessment, productivity analysis, classroom instruction, or professional development.

Recommended Approach

Although specific reforms are sometimes amorphous and difficult to define, education reform is big business and affects how schools, teachers, and students work. NCES needs to be in the forefront of data collection about school reform. We recommend a framework (Appendix A) for defining the central topics that reflect current reforms which most directly influence classroom instruction and student learning. They can be used to determine which items in SASS and other large-scale surveys can be used or modified to measure the progress of reform through SASS.

We identified items from the 1993-94 SASS that could be used to measure school reform within the eight reform topics (Appendix C). Some SASS items that only touch on reform topics can be modified or extended to increase their utility to measure school reform; other items require substantial revision to reflect the language and structure of reform.

Assessing the existence and the extent of school reform with a large-scale nationally representative survey is vital yet difficult. Researchers have discovered the trials of anticipating in

BEST COPY AVAILABLE

the early stages which reforms will endure since some reforms are transitory, ill-defined, invisible, and create their own terminologies. Nevertheless, recent federal legislation has actively promoted innovation in state and local policy making to achieve systemwide improvements to the nation's schools, and researchers and other educational policy analysts and advisors have encouraged NCES to document the resulting implementation and enduring effect of reforms. The next SASS provides a unique opportunity to monitor the effect of these major initiatives on conditions in classrooms, schools, and districts, and to create a nationally and state-representative data base from which policymakers, education officials, and researchers can identify and understand school reform in the United States.

References

Adelman, N. E., Haslam, M. B., & Pringle, B. A. (1995). Studies of education reform: The uses of time for teaching and learning. Washington, DC: Policy Studies Associates.

Baker, D. P. (1996). Toward an organizational database on America's schools: A proposal for the future of SASS, with comments on school reform, governance, and finance. In J. E. Mullens & D. Kasprzyk (Eds.), The Schools and Staffing Survey: Recommendations for the future (NCES 97-587) (pp. 19-38). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Blank, R., Pechman, E., & Goldstein, D. (forthcoming). Issues in quality of mathematics and science curriculum frameworks and standards and their application in schools. Washington, DC: Council of Chief State School Officers.

Boe, E. E. (1996). The Schools and Staffing Survey for 1998-99: Design recommendations to inform broad education policy. In J. E. Mullens & D. Kasprzyk (Eds.), The Schools and Staffing Survey: Recommendations for the future (NCES 97-587) (pp. 185-212). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Chambers, J. (1996). Collecting representative data on school resources: Understanding the linkage between adequacy, equity, and opportunity to learn through SASS. In J. E. Mullens & D. Kasprzyk (Eds.), The Schools and Staffing Survey: Recommendations for the future (NCES 97-587) (pp. 167-184). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Choy, S. P. (1996). 1998-99 Schools and Staffing Survey: Issues related to survey depth. In J. E. Mullens & D. Kasprzyk (Eds.), The Schools and Staffing Survey: Recommendations for the future (NCES 97-587) (pp. 213-230). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Cohen, D. K. (1995). What is the system of systemic reform? Education Researcher, 24(9), 11-17.

Corcoran, T. B., & Goertz, M. (1995). Instructional capacity and high-performance standards. Education Researcher, 24(9), 27-31.

Corcoran, T. B., & Wilson, B. L. (1986). The search for successful secondary schools: The first three years of the secondary school recognition program. Philadelphia, PA: Research for Better Schools.

David, J. (1991, September). Restructuring and technology: Partners in change. Phi Delta Kappan, 245-252.

Elmore, R. (1996). Getting to scale with successful educational practice. In S. H. Furhman & J. O'Day (Eds.), Rewards and reform: Creating educational incentives that work (pp. 294-330). San Francisco: Jossey Bass.

Epstein, J. L. (1992). School and family partnerships. In M. Alkin (Ed.), Encyclopedia of educational research, 6th edition, (pp. 1139-1151). New York: Macmillan.

Epstein, J. L. (1995, May). School/family/community partnerships: Caring for the children we share. Phi Delta Kappan, 701-712.

Epstein, J. L., & Hollifield, J. H. (1996). Title I and School-family-community partnerships: Using research to realize the potential. Journal of Education for Students Placed At Risk, I(3), 263-278. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Epstein, J. L., & Salinas, K. C. (1993). School and family partnerships: Surveys and summaries. Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools, and Children's Learning.

Fossey, R. (1992). School choice legislation: A survey of the states (CPRE Occasional Paper). New Brunswick, NJ: Rutgers University, Consortium for Policy Research in Education.

Fuhrman, S. H. (1993). The politics of coherence. In S. H. Fuhrman, (Ed.), Designing coherent education policy (pp. 313-322). San Francisco, CA: Jossey Bass.

Fuhrman, S. H., Clune, W., & Elmore, R. (1991). Research on education reform: Lessons on the implementation of policy. In A. Odden (Ed.), Education policy implementation. Albany, NY: State University of New York Press.

Fuhrman, S. H., & Elmore, R. F. (1992, April). Takeover and deregulation: Working Models of New State and Local Regulatory Relationships. (CPRE Research Report Series RR-024). New Brunswick, NJ: Rutgers, The State University of New Jersey.

Fuhrman, S. H., & O'Day, J. (Eds.). (1996). Rewards and reform: Creating educational incentives that work. San Francisco, CA: Jossey Bass.

Fullan, M. (1993). Change forces: Probing the depths of educational reform. New York: Falmer Press.

Fulton, K. (1996). Technology for K-12 education: Asking the right questions. In J. E. Mullens & D. Kasprzyk (Eds.), The Schools and Staffing Survey: Recommendations for the future (NCES 97-587) (pp. 39-52). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Gilford, D. M. (1996). Measures of inservice professional development: Suggested items for the 1998-99 Schools and Staffing Survey. In J. E. Mullens & D. Kasprzyk (Eds.), The Schools and Staffing Survey: Recommendations for the future (NCES 97-587) (pp. 19-38). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Hannaway, J., & Carnoy, M. (Eds.). (1993). Decentralization and school improvement: Can we fulfill the promise? New York: Jossey-Bass.

Hoachlander, G., Griffith, J., & Ralph, J. (Eds.). (1996). From data to information: New directions for the National Center for Education Statistics (NCES 96-901). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Jennings, J. F., & Stark, D. (1996). Tracking education reform: What type of national data should be collected through 2010? In G. Hoachlander, J. Griffith, & J. Ralph (Eds.), From data to information: New directions for the National Center for Education Statistics (NCES 96-901) (pp. 2-1--2-12). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Kelley, C., & Odden., A. (1995, September). Reinventing teacher compensation systems (CPRE Finance Briefs). New Brunswick, NJ: Rutgers, The State University of New Jersey.

Laguarda, K. G., Funkhouser, J. E., Stief, E. A., Gonzales, M. R., Goldstein, D. S., & Murphy, D. (1996, November). Overcoming barriers to family involvement in Title I schools: Report to Congress (unpublished draft). Policy Studies Associates, Washington, DC.

Massell, D., Fuhrman, S. H., Kirst, M., Odden, A., Wohlstetter, P., Carver, R., & Yee, G. (1994, January). Ten years of state education reform: 1983-1993: Overview with four case studies. New Brunswick, NJ: Rutgers University, Consortium for Policy Research in Education.

Massell, D., Kirst, M, & Hoppe, M. (1996, August). Persistence and change: School reform in nine states: A summary (unpublished manuscript). Consortium for Public Policy Research in Education, Philadelphia, PA.

McLaughlin, M. W. (1990). The Rand Change Agent Study revisited: Macro perspectives and micro realities, Educational Researcher, 19(9), 11-16.

Milsap, M. A., Moss, M., & Gamse, B. (1993). The Chapter 1 implementation study. Washington, DC: U.S. Department of Education.

Mullens, J. E. (1995). Classroom instructional processes: A review of existing measurement approaches and their applicability for the Teacher Followup Survey (NCES 95-15). Washington, DC: National Center for Education Statistics.

Mullens, J. E., & Kasprzyk, D. (Eds.). (1996). The Schools and Staffing Survey: Recommendations for the future (NCES 97-587). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Mullens, J. E., & Leighton, M. S. (1996). Understanding classroom instructional processes (unpublished manuscript). Policy Studies Associates, Washington, DC.

Mullens, J. E., Leighton, M. S., LaGuarda, K. G., & O'Brien, E. M. (1996). Student learning, teaching quality, and professional development: Theoretical linkages, current measurement,

and recommendations for future data collection (unpublished manuscript). Policy Studies Associates, Washington, DC.

Mullens, J. E., & O'Brien, E. (1996, November). The Schools and Staffing Survey: Recommendations for the 1998-99 data collection. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

National Education Commission on Time and Learning. (1994, September). Prisoners of time: Schools and programs making time work for students and teachers. Washington, DC: Author.

Odden, A. R. (1990). The changing contours of school finance (Policy Briefs No. 15). San Francisco, CA: Far West Laboratory.

Odden, A. R. (Ed.). (1991). Education policy implementation. Albany, NY: State University of New York Press.

Odden, A. R., & Clune, W. (1995). Improving educational productivity and school finance. Education Researcher, 24(9), 6-10.

Odden, A. R., & Odden, E. R. (1995). Educational leadership for America's schools. New York: McGraw-Hill, Inc.

Pechman, E., O'Brien, E., & Mullens, J. (1995). Comprehensive study of year-round schooling in Prince William County Public Schools (unpublished report). Policy Studies Associates, Washington, DC.

Porter, A. C., & Smithson, J. L. (1995). Enacted curriculum survey items catalogue: Middle school and high school mathematics and science. Madison, WI: Wisconsin Center for Educational Research.

Purkey, S., & Smith, M. S. (1983). Effective schools: A review. Elementary School Journal, 83(3), 353-388.

Smith, M. S., & O'Day, J. (1991). Systemic school reform. In S. Fuhrman and B. Malen (Eds.), The politics of curriculum and testing (pp. 233-268). Philadelphia, PA: The Falmer Press.

Stevenson, H. W., & Stigler, J. W. (1992). The learning gap: Why our schools are failing and what we can learn from Japanese and Chinese education. New York: Summit Books.

Stodolsky, S. S. (1996). Should SASS measure instructional processes and teacher effectiveness? In J. E. Mullens & D. Kasprzyk (Eds.), The Schools and Staffing Survey: Recommendations for the future (NCES 97-587) (pp. 1-18). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Tyack, D., & Cuban, L. (1996). Tinkering toward utopia: A century of public school reform. Cambridge, MA: Harvard University Press.

U. S. Department of Education. (1994, September). Strong families, strong schools: Building community partnerships for learning. Washington, DC: Author.

Wohlstetter, P., & Mohrman, S. A. (1994). School-based management: Promise and process. New Brunswick, NJ: Rutgers University, Consortium for Policy Research in Education.

APPENDIX A

Conceptual Framework for Measuring School Reform

1. Governance and Organizational Infrastructure:

1.1 Policy making structures: changes in state, district, and local policy making organizations and arrangements; changes in policies

- 1.11 State and local policy authority and coordination (e.g., roles of state and school boards)
- 1.12 Regulation and deregulation through mandates and waivers (flexibility of rules)
- 1.13 Centralization and decentralization of authority and decisions; shifting roles of principals, teachers, communities and their representative organizations
- 1.14 State-based educational, political, and business alliances and "third-sector" organizations (quasi-governmental entities)

1.2 Organizational arrangements of schools

- 1.21 Grade-level configurations: Traditionally graded configurations (elementary, junior/middle, high school); career/vocational centers/schools/components; community and "middle" colleges
- 1.22 New choices in public school organizational arrangements: charter schools; specialized academies and magnet programs; schools-within-schools; year-round schools; charter schools
- 1.23 Private schooling: home schooling

1.3 Staffing and managing state and local education agencies and schools

- 1.31 Management arrangements (goal and vision setting; supporting hierarchical vs. collaborative arrangements between districts and schools, between school managers and staff, between schools and communities; privatization, e.g. contracting for school management and instruction)
- 1.32 Professional staffing/roles: Professional roles (new staff positions/roles, e.g. technology teachers; specialists for academic support and acceleration; assessment specialists; communications and community relations specialists) Mentors, team leaders; classroom aides; curriculum writers; health and family services professionals; bilingual and ESL teachers
- 1.33 Paraprofessionals/paraprofessional staffing/roles: Technicians (office and classroom data entry and technology assistants); special education assistants Bilingual assistants; health and family services liaisons; recreation workers; before and after school assistants; health and safety assistants (cafeteria, bus, traffic)

BEST COPY AVAILABLE

1.4 Organizing uses of learning/teaching time in schools (see also classroom instructional practices)

- 1.41 Supplemental academic programs for students
- 1.42 New calendar arrangements (longer school days; before and after school program courses and student assistance; longer school years)
- 1.43 Flexibility of schedules for children and teachers within the school day
- 1.44 Creating time for professional planning and within-school collaboration

1.5 Institutional capacity building (for capacity building among teachers see Professional Development of Teachers)

- 1.51 Training opportunities for top managers and school boards
- 1.52 Traineeships/mentoring
- 1.54 Networks and collaborations
- 1.55 Continuing education through university and college staff development programs
- 1.56 Technology to support organizational development, program analyses, and management decision making and

1.6 Organizational influences of the courts

- 1.61 Funding and allocation of resources
- 1.62 Desegregation and equity
- 1.63 Student achievement and assessment
- 1.64 Private and parochial school programs

2. Classroom Instructional Practices: Curriculum, Instruction, Instructional Resources (Mullens, 1995; Mullens & Leighton, 1996)

2.1 Conditions & (Learning) Context

- 2.11 Course title
- 2.12 Class length and frequency
- 2.13 Student grade level
- 2.14 Student ability (tracking)
- 2.15 Teacher influence
- 2.16 Classroom context

2.2 Course Content & Emphasis

- 2.21 Topics
- 2.22 Emphasis
- 2.23 Student learning objectives
- 2.24 Test items
- 2.25 Integrated subjects

2.3 Instruction

- 2.31 Teacher activity
- 2.32 Student activity
- 2.33 Lesson structure
- 2.34 Student competencies
- 2.35 Noninstructional time
- 2.36 (Instructional technology: distance learning; innovative uses of computers for course taking, research, adaptive testing; other technological media)

2.4 Materials

- 2.41 Teacher materials
- 2.42 Student materials
- 2.43 Technology

3. Professional Development of Teachers (Mullens, Leighton, LaGuarda, & O'Brien, 1996, September)

- 3.1 Design (teacher voice in designing PD)
- 3.2 Delivery (options, types, duration, resources)
- 3.3 Content (subject, strategies, skills)
- 3.4 Context (institutional support)
- 3.5 Outcomes (teacher, instruction, school changes, student changes)

4. Programs and Educational Services for Varied Populations

- 4.1 Services for students with special educational needs, learning disabilities, and learning abilities
- 4.2 Services for limited-English speaking students
- 4.3 Services for youth and families (school-linked health, social work, welfare, and community services; free and reduced-price lunches; counseling programs)
- 4.4 Services for individual students in severe risk situations (substance abuse, homelessness, youth in the juvenile justice system)
- 4.5 Cross-cultural programs to serve immigrant populations
- 4.6 Supplementary educational and recreational services: Preschool and early childhood programs; before- and after-school care for children of working parents; recreation programs

5. Family and Community Partnerships

- 5.1 Parent education and skills development
- 5.2 Communicating among families, schools, and communities
- 5.3 Volunteering in schools
- 5.4 Participating in decision making
- 5.5 School, business, governmental, and community collaborations

6. Finances and Human Resources Development

6.1 State and local financing strategies; responses to legislative and judicial pressures
6.2 Equity and equalization (through federal and state aid)
6.3 Labor markets, recruitment, and compensation

7. Educational Productivity

7.1 Standards

- 7.11 Content frameworks, standards, and course structures
- 7.12 Aligning content and assessments: performance expectations and strategies for measuring student achievement
- 7.13 Defining goals and rigorous targets

7.2 Student assessment and achievement

- 7.21 Measuring individual student performance
- 7.22 Classroom assessment
- 7.23 District/school assessment

7.3 School accountability indicators

- 7.31 Performance reporting of school and district assessment results (test scores)
- 7.32 Course taking
- 7.33 Results on state and district assessments
- 7.34 School completions and school leaving
- 7.35 Attendance patterns (student and staff)
- 7.36 Postsecondary education and employment
- 7.37 Achievement gaps among ethnic and demographic groups

7.4 Rewards, sanctions, and competition to motivate achievement

- 7.41 Alternative high school diplomas (for students)
- 7.42 Awards for teachers and schools (for school staffs)
- 7.43 School takeovers and other strategies for reforming failing schools
- 7.44 Intra- and interdistrict competition for students

8. Technology

Technology: This is a cross-cutting theme that both supports and promotes reform and changing instructional practices. Sustaining reform will be related, in part, to system capacity to bring technology into partnership with school organization, management, teaching/learning, and evaluation structures.

8.1 Developing and using technology-based information systems to support school and district management and communication

8.2 Improving instruction and opportunities for all children, including teachers' use of technology in the classroom

8.3 Continuing professional development

8.4 Establishing and maintaining program and student accountability

8.5 Organizing school operations, e.g., transportation systems, scheduling of students, courses, and staff

APPENDIX B1

Large-Scale Surveys with School Reform Items

Survey Title	Authors/Researchers	Responding Groups	Survey Administration	Report/ Published Findings
American Public School Teacher Survey	NEA Research Division	Teachers	Every 5 years beginning in 1961; most recent occurred in 1990-91	Status of the American Public School Teacher, 1990-91
Classroom Effects of Reform	Mark Smylie, Univ. of Illinois at Chicago Betsy Ann Smith	Teachers, principals, and students	1994	Charting Reform in Chicago: The Students Speak, 1996
Computers in Education Study	Tjeerd Plomp Henry Jay Becker, Johns Hopkins Univ. Ronald E. Anderson, Univ. of Minnesota	Principals, computer coordinators, English teachers, and students	1992	1992 Report: Computers in Education
Fast response survey on education reform	Elizabeth Farris, Westat Judi Carpenter, NCES	Principals / other administrators, teachers	Spring 1996	Final report to be released in Jan. 1997
Fast response survey on family-school partnerships	Elizabeth Farris, Westat Judi Carpenter, NCES	Principals / other administrators	Spring 1996	Final report to be released in Jan. 1997
Fast response survey on technology	Elizabeth Farris, Westat Judi Carpenter, NCES	Principals; asked to forward the survey to whoever was most knowledgeable about telecommunications at the school	Fall 1995	E.D. Tabs, Feb. 1996, NCES 96-854
Gilford, Professional Development	Dorothy Gilford	Teachers, schools, administrators	1997 field test	Measures of Inservice Professional Development: Suggested Items for the 1998-99 Schools and Staffing Survey
Local Systemic Change	Iris Weiss, Horizon Research	Principals and teachers	1995-1998, yearly	Annual reports
National Assessment of Educational Progress	Gary Phillips, NCES	4th, 8th, and 12th grade students, teachers, and local school administrators	Every even numbered year	Various reports: NAEP web site-www.ed.gov/NCEA/NAEP

BEST COPY AVAILABLE

Survey Title	Authors/Researchers	Responding Groups	Survey Administration	Report/ Published Findings
National Education Longitudinal Study of 1988	Steven Ingels, National Opinion Research Center	8th grade students, one parent, their principal, and two of their teachers	Spring 1988, 1990, 1992, and 1994	Numerous Reports published on results of 1988, 1990, and 1992 surveys
National Household Education Survey	Kathryn Chandler and Peter Stowe, NCES	Parents and children	Spring 1991, 1993, 1995, and 1996	Various reports: NHES web site - www.ed.gov/NCES/NHES
Policy Studies Associates, Classroom Instructional Practices	John Mullens and Mary Leighton	Teachers	Some items field tested on the 1994-95 Teacher Followup Survey of SASS; 1997 field test	Understanding Classroom Instructional Practices, draft 1996
Policy Studies Associates, Professional Development	John Mullens, Mary Leighton, Katrina Laguarda, Eileen O'Brien	Teachers, schools, administrators	1997 field test	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection, 1996
Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity	Michael Puma, Abt Associates, Inc.	1st, 3rd and 7th grade students and their parents, classroom and Chapter 1 teachers/aides, principals and district Chapter 1 coordinators	Fall 1991, Spring 1992, and 1995-1996 school year.	Interim report released in 1993 Final report due in 1997
Reform Up Close	Andrew Porter, University of Wisconsin-Madison	8th - 10th grade math and science teachers	1992 and 1994	October 1993
School and Family Partnerships	Joyce L. Epstein and Karen Clark Salinas	Teachers and parents in elementary and middle grades	1988 and 1991	School and Family Partnerships: Surveys and Summaries, 1993
Schools and Staffing Survey	Dan Kasprzyk, National Center for Education Statistics	LEAs, principals, teachers, library media specialists	1987-88, 1990-91, and 1993-94	Numerous reports published on each survey administration
Survey of Elementary Mathematics Education in California	Joan Talbert, Center for Research on the Context of Teaching	Teachers	1994	Various reports, 1996, 1997
Third International Mathematics and Science Study	Eugene Owen, NCES William Schmidt, Univ. of Michigan	3rd, 4th, 7th, 8th, and 12th grade students	Field trials in 1993-94 Data collection in 1995	Various reports, 1996, 1997

APPENDIX B2

List of Surveys and Abbreviations Used

CER	Classroom Effects of Reform (Charting Reform)
	CER-T Elementary School Teacher Survey
	CER-10 Tenth Grade Teacher Survey
	CER-P Principal Survey
CES	Computers in Education Study (CompEd - IEA)
	CES-T Teacher Survey
	CES-CC Computer Consultant Survey
	CES-P Principal Survey
	CES-S Student Survey
CRC	Survey of Elementary Mathematics Education in California: Center for Research on the Context of Teaching
FRSS-ER	Fast Response Survey on Education Reform
	FRSS-ER-S School Survey
	FRSS-ER-T Teacher Survey
FRSS-SFP	Fast Response Survey on School and Family Partnerships
FRSS-T	Fast Response Survey on Telecommunications in U.S. Public Schools, K-12
GPD	Gilford Professional Development
LSC	Local Systemic Change, Pilot Surveys
	LSC-P Principal Survey
	LSC-S Science Teacher Survey
	LSC-M Math Teacher Survey
NAEP	National Assessment of Educational Progress
	NAEP-S School Characteristics and Policies Questionnaire
	NAEP-T Teacher Questionnaire
NEA	National Education Association, Status of the American Public School Teacher, Sample Questionnaire
NELS	National Education Longitudinal Study, Teacher Questionnaire
NHES	National Household Education Survey, Parent Interview

PROS	Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity	
	PROS-S	Schools and Programs Survey
	PROS-P	Principal Survey
PSA-CIP	Policy Studies Associates, Classroom Instructional Practices	
PSA-PD	Policy Studies Associates, Professional Development	
RUC	Reform Up Close	
SASS	Schools and Staffing Survey	
	SASS-1A	Teacher Demand and Shortage Questionnaire for Public School Districts
	SASS-2A	Public School Principal Questionnaire
	SASS-2B	Private School Principal Questionnaire
	SASS-3A	Public School Questionnaire
	SASS-3B	Private School Questionnaire
	SASS-4A	Public School Teacher Questionnaire
	SASS-4B	Private School Teacher Questionnaire
	LS-1A	Public School Library Media Center Questionnaire
	LS-2A	Public School Library Media Specialist/Librarian Questionnaire
SFP	School and Family Partnerships (Joyce Epstein)	
TIMSS	Third International Mathematics and Science Study	

APPENDIX B3

SASS and Large-Scale Surveys: Number of Items on School Reform

ISSUES	SASS	Other Surveys
1. Governance and Organizational Infrastructure		
1.1 Policymaking structures	7	17
1.2 Organizational arrangements of schools	9	4
1.3 Staffing and managing state and local education agencies and schools	2	9
1.4 Organizing uses of learning/teaching time in schools	4	10
1.5 Building and sustaining organizational capacity to respond flexibly to social and organizational changes	3	1
1.6 Organizational influences of the courts	0	0
2. Classroom Instructional Practices		
2.1 Conditions and Learning Context	0	2
2.2 Course Content and Emphasis	3	2
2.3 Instruction	0	3
2.4 Materials	6	1
3. Professional Development of Teachers		
3.1 Design	2	2
3.2 Delivery	5	3
3.3 Content	2	2
3.4 Context	1	5
3.5 Outcomes	1	1
4. Programs and Educational Services for Varied Populations		
Cross-cutting items	1	2
4.1 Services for students with special educational needs, learning disabilities, and learning abilities	2	0
4.2 Services for limited-English speaking students	2	3
4.3 Services for youth and families	1	0

ISSUES	SASS	Other Surveys
4.4 Services for individual students in severe risk situations	2	1
4.5 Cross-cultural programs to serve immigrant populations	0	0
4.6 Supplementary educational and recreational services	0	2
5. Family and Community Partnerships		
Cross-cutting items	0	14
5.1 Parent education and skills development	1	3
5.2 Communicating among families, schools, and communities	3	30
5.3 Volunteering in schools	1	6
5.4 Participating in decision making	2	4
5.5 School, business, governmental, and community collaborations	0	2
6. Finances and Human Resources Development		
6.1 Finance strategies	0	0
6.2 Equity and equalization	0	0
6.3 Labor markets, recruitment, and compensation	10	0
7. Educational Productivity		
Cross-cutting items	0	2
7.1 Standards	2	15
7.2 Student assessment and achievement	0	19
7.3 School accountability indicators	1	3
7.4 Rewards, sanctions, and competition to motivate achievement	0	0
8. Technology		
8.1 Developing and using technology-based information systems to support school and district management and communication	0	0
8.2 Improving instruction and opportunities for all children, including teachers' use of technology in the classroom	1	36
8.3 Continuing professional development	1	1
8.4 Establishing and maintaining program and student accountability	0	0
8.5 Organizing school operations	0	1

APPENDIX C1

Governance and Organizational Infrastructure

Source and Item Number	Item Stem
1. Governance and Organizational Infrastructure	
1.1 Policy making structures	
SASS-3A 33a	Does this school have a decision-making body other than a school board, student council, parent/teacher association (PTA), or parent/teacher organization (PTO)?
SASS-3A 33b	Who composes this decision-making body? • School principal • School vice principal or assistant principal • Teachers picked by principal • Teachers who volunteer • Teachers who are elected • Department head • Students picked by faculty or principal • Students who are elected • Parents picked by principal/administrative staff • Parents who volunteer • Parents who are elected by community groups • Other community representatives • Superintendent or other district representative
SASS-3A 33c	Which functions does it perform? • Confers on school personnel issues • Considers parent and community input on curriculum or student discipline issues • Brings administrators and teachers together on school resource issues • Aids principal in budget and spending issues • Plans transportation routes • Serves as an intermediary between the school district and the school on operational issues

Source and Item Number	Item Stem
SASS-2A 25 SASS-2B 25	Using the scale 0-5, indicate how much actual influence you think each group or person (State Department of Education; School district staff; School board; Governing/Diocesan board; Principal/School head; Teachers; Curriculum specialists; Library media specialists/Librarians; Parent association) has on decisions concerning the following activities. • Establishing curriculum • Hiring new full-time teachers • Setting discipline policy • Deciding on how the school budget will be spent • Determining content of in-service programs • Evaluating teachers
SASS-4A 44	At this school, how much influence do you think teachers have over school policy in each of the following areas? • Setting discipline policy • Determining the content of in-service programs • Hiring new full-time teachers • Deciding how the school budget will be spent • Evaluating teachers • Establishing curriculum
SASS-4A 45	At this school, how much control do you feel you have in your classroom over each of the following areas of your planning and teaching? • Selecting textbooks and other instructional materials • Selecting content, topics, and skills to be taught • Selecting teaching techniques • Evaluating and grading students • Disciplining students • Determining the amount of homework to be assigned
LS-1A 22	How are the classes scheduled in the library media center? • At the principal's discretion • At the library media staff's discretion • Through collaboration between classroom teachers and the library media center staff
NELS 9	At this school, how much actual influence do you think teachers have over school policy in each of the areas below? • Determining discipline policy • Determining the content of inservice programs • Setting policy on grouping students in classes by ability • Establishing curriculum

Source and Item Number	Item Stem
NELS 17	How much control do you feel you have in your classroom over each of the following areas of your planning and teaching? • Selecting textbooks and other instructional materials • Selecting content, topics, and skills to be taught • Selecting teaching techniques • Disciplining students • Determining the amount of homework
NELS 7	How were you assigned to teach this class? • My department chair or area coordinator assigned it to me • Another school administrator assigned it to me • I decided to teach it • It was my turn to teach it
NAEP-T 16-18	How much control do you feel you have over decisions about each of the following instructional issues related to your classes? • Selecting the core instructional materials • Deciding the content, topics, and skills that will be taught • Deciding the sequence in which content, topics, and skills will be taught
CER-10, pg. 8	How much influence do teachers have over school policy in each of the areas below? • Determining the content of in-service programs • Determining the school's schedule (including teacher prep periods) • Hiring new professional personnel • Planning how discretionary school funds should be used • Determining specific professional and teaching assignments • Determining books and other instructional materials used in classrooms • Setting standards for student behavior; determining how student progress is measured; hiring a ...w principal

BEST COPY AVAILABLE

Source and Item Number	Item Stem
CER-P, pg. 5	Listed below are several factors which could be considered "roadblocks" preventing principals from doing the job they would like to do. Please check your response (not a factor, somewhat a factor, serious factor). • Collective bargaining agreement • Poor communication from central and district offices • Inability to obtain sufficient funding • Inability to provide time for teacher planning or professional development • Lack of district-wide flexibility • State or Federal mandates (desegregation, special education, bilingual education, etc.) • Lack of recognition/reward for principals • Resistance to change by staff • Standardized testing practices • Difficulty removing poor teachers • Teacher turnover • Time required to administer/supervise extracurricular activities • Time taken by administrative detail at expense of more important matters
CER-P, pg. 13	Putting school reform aside for the moment, who do you think should make each of the following decisions? To what degree should faculty and parents be involved in the following? • Spending the school budget • Hiring personnel • Choosing new instructional materials • The school schedule • Disciplinary standards • Staff development • Security procedures • Grading policies • Curriculum development • Attendance policies
CER-T, pg. 4	How much influence do teachers have over school policy in each of the areas below? • Determining student behavior codes • Determining the content of inservice programs • Grouping students in class • Establishing the school curriculum • Determining the school's schedule • Hiring new professional personnel • Planning overall school budgets • Determining how money for staff development will be spent

Source and Item Number	Item Stem
FRSS-ER-S 7	Indicate how much actual influence you think each group or person (State dept of education, local school board, local district administrators, principals and teachers at the school) has on decisions concerning • Establishing curriculum in your school • Developing content standards for your school • Developing student performance standards for your school
CER-P, pg. 7	Degree of agreement • Faculty at this school are involved in decision-making at this school. • Participatory management is a trend that will eventually fade.
CER-P, pg. 12	Degree of agreement • On all important matters, I make the final decision. • Teachers know that my word is final. • Teachers have input into most important decisions through committees or other structures. • Teachers should teach and leave the administration to me.
CER-10, pg. 13	Degree of agreement • The principal regularly seeks out faculty advice. • The faculty has a good process for making group decisions. • The teachers and staff in this school really listen to children.
RUC 12	Degree of agreement • Staff are involved in making decisions about what will be taught in their courses.
RUC 24	Degree of agreement • Teachers participate in making most of the important educational decisions in this school.
CER-10, pg. 3	What impact has each of the following had on educational improvement efforts of this school? • Previous principal • Current principal • Leaders within the faculty • Teacher-led committees • Parents • Our building's teacher representative • Teachers union • State policies and support • Support from other agencies or projects • Central office policies and support • Sub-district support

Source and Item Number	Item Stem
CER-10, pg. 8	Degree of agreement The principal at this school • Is strongly committed to shared decision making • Makes the final decision on all important matters • Is willing to make changes
PROS-P Q8	For each decision listed below, indicate whether that decision is not made at the school level; made by school administrators and no teachers; made by school administrators with some teacher involvement; school administrators and teachers decide jointly; teachers decide with some administrative involvement; or teachers decide with no administrative involvement. • Student promotion/retention policies • How to assess staff performance • Use of school funds for instructional equipment • Texts and materials used in class • Selecting methods for student assessments • Selecting teachers to provide special/remedial services • Determine if students are grouped by ability
1.2 Organizational arrangements of schools	
SASS-1A 25	Does this district have a "choice" program in which students can enroll in another school or district outside their attendance area without justification based on individual special needs? (yes, no) Which of the following options are offered in this program? • Enrollment in a magnet school • Enrollment in any school in this district • Enrollment in schools in other districts • Enrollment of students from other districts in this state • None of the above
SASS-3A 13a,b,c	Does this school have any special requirements for admission other than proof of immunization, age, or residence? Which of these does this school use for admission? Of these, which is the most important consideration for admission? • Admission test • Standardized achievement test • Academic record • Special student needs • Special student aptitudes • Personal interview • Recommendations • None of the above

Source and Item Number	Item Stem
SASS-3A 14, SASS-3B 16a	What type of school is this? • REGULAR elementary or secondary • Elementary or secondary with a SPECIAL PROGRAMS EMPHASIS - e.g., science/math school, performing arts high school, talented/gifted school, foreign language immersion school, etc. • SPECIAL EDUCATION - primarily serves students with disabilities • VOCATIONAL/TECHNICAL - primarily serves students being trained for occupations • ALTERNATIVE - offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special education, or vocational school • MONTESSORI
SASS-3A 15	Does this school offer a magnet program?
SASS-3B 16b	Is a major role of this school to support home schooling?
SASS-3A 26a	Around the first of October, which of the following types of programs were available at this school during the regular school day? • No programs for prekindergarten-age children • Head Start administered by this school or school district • Head Start administered by an outside agency • Day care program administered by this school or school district • Day care program administered by an outside agency • Chapter 1 prekindergarten • Prekindergarten special education administered by this school or school district • Prekindergarten special education administered by an outside agency • General prekindergarten program administered by this school or school district (not predominantly Head Start, day care, Chapter 1, or special education) • General prekindergarten program administered by an outside agency (not predominantly Head Start, day care, Chapter 1, or special education)
SASS-3A 29b	Does this school offer job placement services for graduating seniors?
SASS-3A 29c	Does this school have a "Tech-prep" program, i.e., vocational-technical instruction in the last two years of high school designed to prepare students for two years of vocational instruction at the postsecondary level?
SASS-4A 37	Which of these categories best describes the way your classes at this school are organized? • DEPARTMENTALIZED INSTRUCTION • ELEMENTARY ENRICHMENT CLASS • SELF-CONTAINED CLASS • TEAM TEACHING • "PULL-OUT" CLASS
CER-P, pg. 11	Please indicate the extent to which your school is involved in the following restructuring efforts • School divided into schools within schools, divisions or houses

BEST COPY AVAILABLE

Source and Item Number	Item Stem
NHES PD3,4,5	• Is (your child's school) a regularly assigned school or a school that you chose? • Is the school church-related or not church-related? • Is it a Catholic school?
SFP TQ Q-10E	Do you work with other teachers on a formal, interdisciplinary team? If YES, do you have a common planning time with all of the teachers on your team?
PROS-S D2A-I	Which of the following services are included in your school's Chapter 1 schoolwide project? • Reduced class size • An extended school day • Regrouping of students for reading/math • Heterogeneous student groups • Parent education programs • Visit student home by school personnel • Emphasis on accelerated learning • Computer assisted instruction
1.3 Staffing and managing state and local education agencies and schools	
LS-2A 21a, b, g, l	Degree of agreement • The principal lets staff members know what is expected of them. • The school administration's behavior toward the library media center staff is supportive and encouraging. • Most of my colleagues in this school share my beliefs and values about what the central mission of the library media program should be. • There is a great deal of cooperative effort among staff members in this school.
SASS-3A 27c	In head count, how many Chapter 1 teachers and teacher aides were teaching AT THIS SCHOOL around the first of October?
NHES PE1c,e	Degree of agreement • (Child)'s teachers maintain good discipline in the classroom • The principal and assistant principal maintain good discipline at (child)'s school
CRC 33	Do you regularly have assistance in teaching mathematics to the students in your class?
NAEP-T 20-21	Is there a curriculum specialist available to help or advise you in each of the following areas? Reading, Mathematics
NAEP-T 22	How often do you usually have instructional aides or volunteers to assist you in your classroom?
NAEP-T 3D	Do you have paid aides in your classroom? How many?

Source and Item Number	Item Stem
NEA 21a	Do you currently have one or more persons serving as teacher aides to assist you? • Yes, I have a teacher aide assigned to assist me alone. • Yes, I have a teacher aide who also assists other teachers. • Yes, both of the above. • No, I do not have a teacher aide.
NEA 21b	Please mark below ALL the kinds of assistance performed by the aide(s). • Help with instruction • Help with lunch duty • Help with playground duty • Secretarial help (typing, filing, mimeographing, recording grades, etc.) • Help with grading papers • Preparation of instructional resources (slides, transparencies, etc.) • Assistance with classroom environment (prepare room, monitor students, prepare bulletin board, etc.)
CER-P, pg 5	Listed below are several factors which could be considered "roadblocks" preventing principals from doing the job they would like to do. Please check your response (not a factor, somewhat a factor, serious factor). • Teacher turnover
CER-P, pg. 2	Please estimate how many hours you spend on average per week in each activity; indicate whether you think you should spend more, the same, or less time on each activity; if you were a principal in the Chicago Public Schools prior to reform, indicate how your time usage has changed. • Curriculum and instructional leadership • Planning (school improvement projects and budgets) • Personnel hiring, stafing (evaluating, advising, conferring, recruiting, etc.) • Staff development (planning, conducting) • Internal school management (weekly calendar, vendors, office, memos, etc.) • Central and district office (meetings, task forces, reports, etc.) • Student discipline/attendance • Student-related activities (meetings, supervision, clubs, teams) • Working with parents • Community (PTA, advisory groups, other organizations, etc.) • Local school council (meetings, preparation, committees, etc.) • Principal's professional development (reading, conferences, etc.) • Walking hallways, playground, lunchroom
1.4 Organizing uses of learning/teaching time in schools	
SASS-3A 12	How long is the school day for students in this school?
LS-2A 18a, 18b	Do you ever work with this school's classroom teachers to plan units of instruction? How frequently?

Source and Item Number	Item Stem
LS-1A 21a	Which of the following best describes the type of scheduling for classes in the library media center? (All classes are regularly scheduled; flexibly scheduled; some regularly, some flexibly)
LS-2A 21u	Degree of agreement • I plan with teachers for the integration of library media services into the curriculum.
TIMSS 9	Approximately how many hours per week do you normally spend on each of the following activities outside the formal school day? • Preparing or grading student tests or exams • Reading and grading other student work • Planning lessons by yourself • Meeting with students outside of classroom time (e.g., tutoring, guidance) • Meeting with parents • Professional reading and development activity (e.g., seminars, conferences, etc.) • Keeping students' records up to date • Administrative tasks including staff meetings (e.g., photocopying, displaying students' work)
LSC-S A1j	Degree of agreement • I have time during the regular school week to work with my peers on science curriculum and instruction.
LSC-S A3f,g	My school's principal • Provides time for teachers to meet and share ideas with one another. • Encourages me to observe other science teachers. (Never -- very often)
LSC-S A8e,f,g	Degree of agreement • I am provided with opportunities to try out new teaching strategies. • I am given time to reflect on my learning and how to apply it to the classroom. • I am given time to work with other teachers as part of my professional development.
FRSS-ER-S 4 i	Various strategies are being proposed and developed to support comprehensive reform. In column A, indicate the extent to which the following strategies are being implemented in your school (not at all to a great extent). In column B, indicate the areas where information is most needed. • Restructuring the school day to teach content in more depth
CER-P, pg. 6	Degree of agreement • I favor an extended school day for teachers and students. • I favor an extended school year for teachers and students. • I favor year-round schools for teachers and students.

Source and Item Number	Item Stem
CER-10, pg. 10	50 minute periods were introduced at the beginning of this school year. Now that most of the year has passed, please mark how you feel about them: (Strongly disagree, Disagree, Agree, Strongly agree) The 50 minute period: • Provides greater opportunities for student learning • Reduces opportunities for teachers to work together • Overall, is better for students • Overall, is better to teachers
RUC 82a 82b	Within the last three years, which of the following occurred at your school? • Lengthening the school day • Lengthening the school year
RUC 17, 18	Degree of agreement • I am familiar with the content and specific goals of the courses taught by other teachers in my department. • I make a conscious effort to coordinate the content of my courses with other teachers.
RUC 39	During regular school hours, about how many hours per week do you have free for lesson planning and class preparation?
1.5 Building and sustaining organizational capacity to respond flexibly to social and organizational changes	
SASS-1A 42	Does this district have a training or development program for ASPIRING school administrators? (yes, no)
SASS-2A 15a	Prior to becoming a principal, did you participate in any district or school training or development program for ASPIRING school principals?
SASS-2A 20	Aside from college coursework for a degree or participation in a program for ASPIRING school principals, have you had any of these types of training for your current position? (In-service training in evaluation and supervision; training in management techniques; an administrative internship; none of the above)
CER-P, pg. 8	Degree of agreement • The District Superintendent conducted a thorough evaluation of my performance this year. • The District Superintendent employed a fair and objective procedure to judge my performance. • The District Superintendent does not understand my local circumstances well enough to evaluate me.
1.6 Organizational influences of the courts	
We found no items to address this aspect of Governance and Organizational Infrastructure.	

* In some cases, survey items have been abbreviated from their original form.

APPENDIX C2

Classroom Instructional Practices

Source and Item Number	Item Stem
2. Classroom Instructional Practices	
2.1 Conditions and Context	
PSA-CIP 5	In your opinion, what percentage of the students in your designated class are capable of learning the required material in this course, given available time and resource?
PSA-CIP 14	Listed below are factors that may characterize a class and, where present, may require accommodation in instruction. Indicate to what degree each factor is present in your class and to what extent it requires accommodation in instruction. • Students have different academic abilities. • Students have different backgrounds, e.g. economic, language, culture. • Some students have special needs, e.g., physical or emotional impairment. • Students are inadequately prepared for level of material. • Some students are disinterested. • Some parents are disinterested in their child's learning. • There is a shortage of computers for student use. • There is a shortage of other equipment for student use. • There is a shortage of computers for teacher use. • There is a shortage of equipment for teacher use. • There is a shortage of preparation and planning time. • Physical facilities are inadequate. • There are threats to students' personal safety. • There are threats to teachers' personal safety. • Students have low morale. • Faculty and staff have low morale.
2.2 Course Content and Emphasis	
SASS-1A 27	Does this district have a community service requirement for students in the class of 1994? Does this district require a certain number of hours of community service?
SASS-3A 24	Which of the following types of American Indian or Alaska Native courses does this school offer? (options)
LS-2A 21x	Degree of agreement • The library media center is a cultural center (e.g., artwork and student projects are displayed; multi-cultural activities take place).

BEST COPY AVAILABLE

Source and Item Number	Item Stem
PSA-CIP 9	Listed below are cross-cutting dimensions of mathematics that may be covered in any lesson. Indicate how frequently lessons emphasize each dimension; then indicate how much time you typically spend on that dimension when you do include it in a lesson. • Computational techniques • Specific math facts or definitions • Broad math concepts • Problem solving/inquiry skills • Writing about math • Importance of mathematics in everyday life • Applications of mathematics in science • Applications of mathematics in business and industry
PSA-CIP 10	Listed below are typical learning objectives. Indicate the frequency with which each objective occurs in your class. • Memorize • Understand • Collect data • Order, compare, estimate, approximate • Perform mathematical operations, execute algorithms, classify • Solve "story" problems with familiar structures, replicate proofs • Recognize and solve story problems with unfamiliar or complex structures • Interpret data • Build and revise theories, develop proofs
2.3 Instruction	
PSA-CIP 13	For each teacher activity listed below, indicate how often you do it with your class and then indicate how much total time per period you typically spend when you do it. • Lecture • Demonstrate a concept, using two-dimensional graphics such as drawings on the board, overhead projector, or computer • Demonstrate a concept, using three-dimensional tools such as manipulatives, models, or other objects • Lead students in recitation, drills, or question-and-answer sessions • Observe or monitor student-led discussions • Provide individual or small group tutoring as needed during individual seatwork or small group activities involving everyone in class • Provide supplemental-remedial or enriching instruction to a pull-out group while the rest of the class works on assignments • Work on administration tasks, such as recordkeeping or correcting papers, while students work on assignments • Administer a test or quiz • Stimulate or participate in student discussions of multiple approaches to solving problems or explanations of their mathematical thinking • Set up and monitor or supervise structured cooperative learning activities

Source and Item Number	Item Stem
PSA-CIP 15	How often, if at all, do the lesson activities you use during regular class period require that students: • Listen to or observe teacher presentations • Work individually on exercises, worksheets, or workbooks • Use a textbook for activities other than homework • Use supplementary printed materials • Participate in whole-class discussions • Explain how what they learn in class relates to the real world • Engage in on-task discussion primarily with other students • Correct or review previous day's homework • Work on projects/assignments that take a week or more to finish • Give oral reports • Solve problems for which there are several appropriate answers or approaches • Write a report or paper • Earn individual grades for work on group project • Earn a group grade for work on a group project • Do lab or field work • Evaluate other students' work • Practice or drill on computational skills • Work on assignments that will be due as homework on the next day • Respond orally to questions testing recall • Take notes • Explain to the whole class solutions developed individually or in small groups • Participate in structured cooperative learning activities • Wait for completion of non-academic tasks, e.g., attendance, homework collection, behavior management, etc.
PSA-CIP 18	How often do students have formal or informal opportunities to demonstrate the following competencies? • Memorize basic number facts or formulae • Understand a basic math concept • Collect original data • Organize, summarize, or display information • Use estimation to determine the reasonableness of results • Perform computations using basic number facts • Use algebraic or geometric reasoning strategies to solve problems • Analyze and interpret information • Generalize from patterns or examples • Generate original examples

Source and Item Number	Item Stem
2.4 Materials	
LS-1A 8	Overall, how well do the library media center's resources support the instructional program of the school for each of the following areas (fiction, vocational education, fine arts, etc.) in terms of currentness and quantity?
LS-1A 9	Rate the adequacy of the entire collection to meet the needs of multi-cultural education.
LS-1A 13	Does this SCHOOL have the following equipment or services- cable television?, broadcast television?, closed circuit television?, or satellite dish?
LS-1A 14a	Does this school use prerecorded video tapes?
LS-1A 16a	Does this school have in-house television production facilities?
LS-2A 21k	Degree of agreement • I make a conscious effort to integrate the resources and services of the library media program into courses taught by classroom teachers.
PSA-CIP 19, 20	Indicate the extent to which the materials and equipment listed below are available, the frequency with which you use them to teach your class, and the frequency with which students in your class use them during a class period. • Board • Graph paper • Protractors, rulers, or compasses • Appropriate calculator • Overhead projector • Film or videotape • Computer or computer programs • Manipulatives, models, or other objects

* In some cases, survey items have been abbreviated from their original form.

APPENDIX C3

Professional Development of Teachers

Source and Item Number	Item Stem
3. Professional Development of Teachers	
3.1 Design	
SASS-4A 30	Since the end of last school year, in which of these activities related to teaching have you participated? • SCHOOL DISTRICT sponsored workshops or in-service programs • SCHOOL sponsored workshops or in-service programs • University extension or adult education courses • College courses in your subject field • Professional growth activities sponsored by professional associations • Committee to integrate academic skills into the vocational curriculum • Other curriculum committee • Committee on selecting textbooks or materials • None of the above
SASS-4A 44b	At this school, how much influence do you think teachers have over school policy in each of the following areas? • Determining the content of in-service programs
PSA-PD PX1	Please identify the strategies your school uses to gather information on the effectiveness of professional development: • Surveys asking for teachers' perceptions of professional development program effectiveness • Observations of changes in teachers' practice • Artifact collection illustrating implementation of new practices • Narrative reports of related changes in teaching • Portfolios documenting new teacher behavior or knowledge • Videotapes of new practices
PSA-PD PX2	Please indicate which of the following statements describe your school-sponsored professional development programs. Professional development programs... • are planned to meet the needs of teachers at different career stages • are sustained over time, with ample followup activities and experiences • provide for and encourage continuous inquiry • are tied to school improvement plans • reflect significant teacher input • have content aligned with broad district goals • are evaluated formally for evidence of effectiveness

BEST COPY AVAILABLE

Source and Item Number	Item Stem
3.2 Delivery	
SASS-4A 35a	During your first year of teaching, did you participate in a formal teacher induction program, i.e., a program to help beginning teachers by assigning them to master or mentor teachers?
SASS-4A 35b	Are you currently a master or mentor teacher in a formal teacher induction program?
SASS-4A 63a	Have you received any training for teaching limited English proficient (LEP) students?
LS-2A 16	Are you a member of any of these professional organizations? (options) Have you ever participated in workshops, seminars, or conferences sponsored by any of these organizations? How often?
LS-2A 22e	Indicate your level of satisfaction with the in-service training associated with your position.
PSA-PD TX1	On a scale of 1 to 5, to what extent did the professional development activities you participated in since the end of last school year involve the following local community resources? • Other teachers • Subject specialists or experts • Business/industry professionals • College/university educators • Community representatives
GPD 4	Select up to three reasons why you chose not to participate in IPD programs during this school year. • Unimpressed with the quality of the program • Already expert in the practices of the program • Pressed by the demands of too many projects • Teaching load too burdensome • Committed to other activities that required my time, thought, and energy • Not persuaded that participation would make a difference to my students • Discouraged by failures of administrative leadership • Truly discouraged about teaching
PSA-PD PX4	Please answer the following questions about financing professional development in this school. • Is professional development an identifiable line item in your budget? If yes: What percentage does it represent of the total budget? What percentage of the total professional development budget comes from non-school district sources, such as special grants or federal funds? • Does completion of sufficient professional development lead to increases in teacher salary? • Are teachers reimbursed for their expenses incurred attending professional development activities (e.g., tuition, conference fees, workshop fees)?

Source and Item Number	Item Stem
3.3 Content	
SASS-4A 31	Since the end of last school year, have you participated in any in-service or professional development programs which focused on the following topics? (options) How many hours did the program last?
LS-2A 15	Have you had any library-related in-service or college courses during the past five school years? In which of the following areas have you had some form of instruction within the last FIVE years? (options) What was your MAJOR purpose for taking this training? (options)
PSA-PD T31/T32	For professional development programs focusing on each of the topics listed, indicate which you have participated in since the end of last school year by writing first the amount of time spent (in total hours) and second whether outcomes listed were achieved (provided information that was new to me, changed my views on teaching, caused me to change my teaching practices, caused me to seek more information or training, were generally a waste of my time). • All professional development activities • Uses of educational technology for instruction (e.g., use of computer, satellite learning) • Methods of teaching your subject field • In-depth study in your subject field • Student assessment (e.g., methods of testing, evaluation, performance assessment) • Cooperative learning in the classroom • Methods of teaching students with limited English proficiency • Classroom management skills
PSA-PD TX2	Please indicate the extent to which you agree that the following statements are true of your professional development opportunities during the last school year. • Professional development programs recognize and build upon individual teachers' knowledge about topics as they enter the program. • Professional development programs assume that all teachers have the same level of knowledge. • Professional development programs promote collaboration among teachers.
3.4 Context	
SASS-4A 33	What types of support have you received during the current school year for in-service education or professional development in your MAIN teaching assignment field?(options)
GPD 3	Planning and coordination of inservice professional development. • Is there a state plan for IPD and are there state priorities? • Does the state or district require that schools develop plans? • Are IPD activities tied to school improvement? • Is there coordination among providers of IPD? • Are teachers required to develop professional improvement plans? • Are teacher salary increments dependent on the job relatedness of IPD activities? • Are state initiatives to set standards and develop curriculum frameworks and new assessments supported by appropriate professional development? • Is your school or school district in partnerships that will promote community stakeholders' support of programs for professional development of educators?

Source and Item Number	Item Stem
GPD 6	What incentives are provided for teachers to participate in professional development and to improve their practice? • Is professional development linked to personnel evaluation and recertification? • Do districts reimburse college tuition for graduate study? • Are salary increments linked to professional development? • Does professional growth bring increased responsibility, status, or recognition? • How do the incentives affect teachers in different grade levels, or career stages?
GPD 7	Which of the following actions have been taken in your school to increase time available to teachers for IPD? • Using substitutes or releasing students • Purchasing teacher time by using permanent substitutes, retirees, or giving compensation for weekends or summer work. • Scheduling time by providing common planning time for teachers working with the same children or teaching the same grade on a regular basis. • Restructuring time by permanently altering teaching responsibilities, the teaching schedule, school day, or school calendar. • Making better use of available time and staff.
GPD 5	Growth opportunities provided for teachers • Is support provided for beginning teachers? • Do all teachers have full and equal access to high quality IPD activities? • Does your school district support teachers who are seeking National Board Certification? • Are growth opportunities built into teachers' workdays? • Do teachers have regular opportunities to work together? • Are teachers performing professional or administrative tasks requiring significant skills? • Do the state colleges and universities provide appropriate courses accessible to all teachers? • How much time is set aside for professional development during the school year? • Do these opportunities vary across grade levels?
PSA-PD PX3	Do you agree or disagree with the following statements? • Evaluations of the principal are based, in part, on the school's professional development activities. • Participation on a school-based committee that works on curriculum, instruction, or assessment earns a teacher benefits typically associated with traditional professional development. • Teacher evaluations are tied to their professional development activities. • Participation in professional growth activities brings increased responsibility, status, or recognition to teacher.

Source and Item Number	Item Stem
3.5 Outcomes	
SASS-4A 32	Please give your opinion about the impact of the professional development programs described in item 31, in which you have participated since last school year. • Changed my views on teaching • Caused me to change my teaching practices • Caused me to seek further information or training
PSA-PD TX3	Check any of the changes you have observed in your own teaching that are the result of professional development you have participated in this year: • Use of new instructional strategies • Use of new curriculum • Use of new assessments • Use of new instructional materials

* In some cases, survey items have been abbreviated from their original form.

APPENDIX C4

Programs and Educational Services for Varied Populations

Source and Item Number	Item Stem
4. Programs and Services for Varied Populations	
Cross-cutting items	
SASS-1A 22, PS 26a	Around the first of October, which of the following types of programs were available at this school during the regular school day? • No programs for prekindergarten-age children • Head Start administered by this school or school district • Head Start administered by an outside agency • Day care program administered by this school or school district • Day care program administered by an outside agency • Chapter 1 prekindergarten • Prekindergarten special education administered by this school or school district • Prekindergarten special education administered by an outside agency • General prekindergarten program administered by this school or school district (not predominantly Head Start, day care, Chapter 1, or special education) • General prekindergarten program administered by an outside agency (not predominantly Head Start, day care, Chapter 1, or special education)
NAEP 24-30	Approximately what percentage of students in your school receives the following services? • Subsidized school lunch and/or nutrition program • Remedial reading instruction • Remedial mathematics instruction • Bilingual education • English-as-a-second language (not in a bilingual education program) • Special education for handicapped students • Gifted and talented education
PROS-S 25A-E	How does your school select students to receive Chapter 1/ESL/Bilingual services? • Standardized achievement tests • Locally developed tests • Teacher judgement • Home language survey

BEST COPY AVAILABLE

Source and Item Number	Item Stem
4.1 Services for students with special educational needs, learning disabilities, and learning abilities	
SASS-3A 22	Please indicate whether each of the following programs or services is currently available at this school either during or outside of regular school hours and regardless of funding source. (remedial reading, remedial mathematics, programs for students with disabilities, programs for the gifted and talented, extended day or before-school or after-school day care programs, ESL, bilingual education, diagnostic and prescriptive services, medical health care services)
LS-1A 24d	During your most recent full week of school, how many times was this library media center used by special student groups, such as Head Start, language, minority, gifted, handicapped, etc.?
4.2 Services for limited-English speaking students	
SASS-3A 21c	Which of the following methods are used by this school or the district to determine whether a student is limited English proficient? • Recommendation by parent • Teacher observation or referral • Home language survey or assessment • Written language exam • Oral interview in native language • Previous student record • Achievement test results
SASS-3A 21d	Around the first of October, how many limited English proficient students received the following kinds of instruction at this school? (None or _____ Students) • Instruction aimed at teaching English to non-English speaking students (such as English as a Second Language or English for Speakers of Other Languages) • Instruction aimed at maintaining or improving the student's fluency in his/her home language (such as Spanish language lessons for Spanish speakers) • Instruction aimed at teaching subject matter in the student's home language (such as teaching math in Spanish) • Instruction for limited English proficient students whose educational attainment is below the level appropriate for children of their age (such as Compensatory Education) • Around the first of October, how many limited English proficient students were enrolled in special education programs, including instruction for the learning disabled
NHES PE2	Is (CHILD)'s school understanding of the needs of families who don't speak English?
CRC 34	Do any of the students in your class receive mathematics instruction in a language other than English? If yes, what language(s)?
FRSS-SFP 10	Does your school provide any of the following for parents with limited English skills? • Interpreters for meetings or parent-teacher conferences • Translations of printed materials, such as newsletters or school notices • school signs printed in different languages

Source and Item Number	Item Stem
4.3 Services for youth and families	
SASS-3A 22i	Please indicate whether each of the following programs or services is currently available at this school either during or outside of regular school hours and regardless of funding source • Medical health care services - Services provided by trained professionals (e.g., physician, physician assistant, nurse, or nurse practitioner) to diagnose and treat health problems of students
4.4 Services for students in severe risk situations	
SASS-3B 47	Does this school have an alcohol or drug abuse counseling program?
SASS-3A 31a	Does this school have a drug, alcohol, and/or tobacco use prevention program?
CER-10, pg. 9	Degree of agreement • This school places a high priority on students' physical health. • This school should provide more health services for students.
4.5 Cross-cultural programs to serve various immigrant populations	
We found no items to address this aspect of Programs and Educational Services for Varied Populations.	
4.6 Supplementary educational and recreational services	
NAEP 33-41	Are any of the following policies or program in effect in your school this year? • Before- or after-school remedial instructional program • Before- or after-school instructional enrichment program • Summer-school program • Full-day kindergarten • Pre-school program • Before- or after-school child-care program
FRSS-SFP 20, 21	Are there daily child care programs offered to students at your school (regardless of sponsorship)? When are these child care programs offered? • Before school • After school

• In some cases, survey items have been abbreviated from their original form.

APPENDIX C5

Family and Community Partnerships

Source and Item Number	Item Stem
5. Family and Community Partnerships	
Cross-cutting items	
SFP TQ Q-1	Degree of agreement • Parent involvement is important for a good school. • Most parents know how to help their children on schoolwork at home. • This school has an active and effective parent organization. • Every family has some strengths that could be tapped to increase student success in school. • All parents could learn ways to assist their children on schoolwork at home, if shown how. • Parent involvement can help teachers be more effective with more students. • Teachers should recieve recognition for time spent on parent involvement activities. • Parents of children at this school want to be involved more than they are now at most grade levels. • Teachers do not have the time to involve parents in very useful ways. • Teachers need in-service education to implement effective parent involvement practices. • Parent involvement is important for student success in school. • This school views parents as important partners. • The community values education for all students. • Mostly when I contact parents, it's about problems or trouble. • The community supports this school. • Compared to other schools, this school has one of the best school climates for teachers, students, and parents.

BEST COPY AVAILABLE

Source and Item Number	Item Stem
SFP TQ Q-7	At your grade level, how important are each of these activities that should be conducted by parents • Send children to school ready to learn • Teach children to behave well • Set up a quiet place and time for studying at home • Encourage children to volunteer in class • Know what children are expected to learn each year • Check daily that homework is done • Talk to children about what they are learning in school • Ask teachers for specific ideas on how to help their children at home with classwork • Talk to teachers about problems the children are facing at home • Attend PTA/PTO meetings • Serve as a volunteer in the school or classroom • Attend assemblies and other special events in the community • Take children to special places or events in the community • Talk to children about the importance of school
SFP TQ Q-4	Estimate the number of families who did the following this year: • Attend workshops regularly at school • Check daily that child's homework is done • Practice schoolwork in the summer • Attend PTA meetings regularly • Attend parent-teacher conferences with you • Understand enough to help their child at home with reading, writing, or math skills at your grade level
FRSS-ER-T 6	For each area of parental involvement below, indicate to what extent you have engaged in the activity with parents of your students, and indicate the extent to which you need information on these activities to involve parents in student learning. • Providing information or advice to parents to help them create supportive learning environments at home (e.g. shared parent child activities, periodic review of homework folders by parents, etc.) • Involving parents in classroom activities • Sharing responsibility with parents for academic performance of their children (e.g., parent/teacher or parent/school compact, etc)
FRSS-SFP 4	Does your school provide information to parents on the following topics? If yes, please indicate how it is offered (workshops or classes, take-home audio/video, newsletters or other printed material). • Child or adolescent development • Nurition, health, or safety • Parenting skills • Helping with homework • Developing study skills • Ideas for learning activities outside of school • Information on community services to help childrn or their families

Source and Item Number	Item Stem
FRSS-SFP 5	Does your school have a parent resource center, that is, a place where parents can get information on parenting and school-related issues and can gather informally? (yes, no, currently developing one)
FRSS-SFP 6	To what extent do parents make use of this parent resource center? • Very frequently • Somewhat frequently • Infrequently or not at all • Don't know
FRSS-SFP 11	In column A, indicate which opportunities are available to parents at your school during the 1995-96 school year. In column B, select the number that corresponds to the statement that BEST describes how satisfactory the average parent involvement is for each opportunity. (satisfactory, moderately satisfactory, moderately unsatisfactory, unsatisfactory) • Serving as volunteers in the classrooms • Serving as volunteers outside the classrooms • Assisting in fundraising activities • Attending meetings of the parent-teacher association
FRSS-SFP 15	Does your school receive assistance on parent involvement activities from your school district or state in any of the following ways? • Setting policies for involving parents in school activities • Providing technical assistance for parent programs to school staff (e.g., workshops, training) • Providing staff to assist your school in parent programs • Providing funds for parent programs
FRSS-SFP 16	To what extent are the following concerns barriers to parent involvement in your school? (great extent, moderate extent, small extent, not at all) • Lack of time on the part of parents • Lack of time on the part of staff • Lack of staff training in working with parents • Cultural or socioeconomic differences between parents and staff • Language differences between parents and staff • Lack of parent education to help with schoolwork • Parent attitudes about the school • Staff attitudes about the parents • Safety in the area after school hours

BEST COPY AVAILABLE

Source and Item Number	Item Stem
LSC-S 9	How many of your students' parents do each of the following? (Few or none, About 1/4, About 1/2, About 3/4, Almost all, NA/Don't know) • Volunteer in your classroom • Donate money or materials for instruction • Attend parent-teacher conferences • Attend school activities such as PTA meetings and Family Science nights • Prefer traditional textbook-oriented science instruction • Prefer the use of a hands-on, inquiry approach to science instruction • Support the use of computers in science classes
CER-T, pg. 3	For the students you teach this year, how many of their parents: (None, Some, About half, Most, Nearly all) • Picked up their child's report card in April • Volunteered to help in the classroom • Regularly attended parent-teacher conferences when you requested them
CER-P, pg. 11	Using the following scale, please indicate the extent to which your school is involved in the following restructuring efforts. (1=Characteristic of most of my school, initiated prior to reform, 2=Characteristic of most of my school, initiated since reform, 3=Something that we will be working on more in the next two years, 4=Not a priority for the next two years, 5=Not important) • Students participate in community-based learning. • Long-term adult mentors for students. • Teachers work closely with parents and human service professionals to meet student needs. • School has a systematic program for parent involvement in the academic life of students that goes beyond the normal activities of PTA, parents' night, and attendance at extracurricular events. • School has formal mechanisms for coordinating with community agencies, for example, offering services dealing with child care, drug and alcohol abuse, and parental employment and training, etc. • School participates in an external mentoring program, such as "I Have a Dream," which follows students for several years. • School offers adult education programs and recreational opportunities for the community. • School has formal parent and community volunteer program. • School has formal arrangements with local employers to place students in career-ladder jobs during the school year, summers, and following high school graduation. • School has formal arrangements with institutions of higher education to assist students in continuing their schooling.
PROS-S D2A-I	Which of the following services are included in your school's Chapter I schoolwide project? • An extended school day • Parent education programs • Visit student home by school personnel
5.1 Parent education and skills development	
LS-IA 28 c,d	Are the following persons allowed to check out materials? Parents? Other members of the community?

Source and Item Number	Item Stem
FRSS-ER-S 4 h	Various strategies are being proposed and developed to support comprehensive reform. In column A, indicate the extent to which the following strategies are being implemented in your school (not at all to a great extent). In column B, indicate the areas where information is most needed. • Parent involvement activities that help parents work with their children to achieve to high levels of performance
NHES PG4	How confident do you feel about (your ability/the ability of anyone in your household) to help (child) in each of the following subjects? How about... [After reading first statement (and others if necessary), ask: Would you say very, somewhat, or not at all confident?] • The math (he/she) has this year • English composition, literature, or reading • The science (he/she) has this year
LSC-S 6f	Please indicate how well qualified you feel to do each of the following. (Not adequately qualified, Minimally qualified, Adequately qualified, Fairly well qualified, Very well qualified) • Involve parents in the science education of their children
5.2 Communicating among families, schools, and communities	
SASS-3B 14	To which of the following associations or organizations does this school belong? (38 religious and non-religious listed)
LS-2A 21v	Degree of agreement • I collaborate with public library staff to develop appropriate public library services for students and teachers.
LS-2A 21l	Degree of agreement • I encourage communication between teachers and public library staff.
FRSS-SFP 3	How often do the following forms of communication between parents and staff occur throughout your school? (response options range from always to never) • Parents are given written interim reports during grading periods. • Parents are requested to sign off on homework. • Parents have access to a school-sponsored "homework helpline" for information on assignments. • Parents are given written information about the goals and objectives of teh school's regular instructional program. • Parents are given written information about the school's overall performance on standardized tests. • Parents recieve positive phone calls or notes from teachers when their children's performance improves at school. • Parents are given examples of work that meets high standards. • Parents are notified about children's ability group placements.
FRSS-SFP 17	Does your school have voluntary written agreements (e.g., compacts or learning contracts) between the school and individual parents on what each will do to help students succed in school?
FRSS-SFP 18	For whom are these voluntary written agreements prepared?
FRSS-SFP 19	For parents of which students do you request such written agreements?

Source and Item Number	Item Stem
NHES-PF5	For each statement, indicate how well (Child)'s [school/current school/Head Start program/ (program)] has been doing the following things (during this school year/since September): • Lets you know (between report cards) how (child) is doing in (school/the program) • Helps you understand what children at (child)'s age are like • Makes you aware of chances to volunteer at the (school/program) • Provides workshops, materials, or advice about how to help (child) learn at home • Provides information on community services to help (child) or your family • Provides information about how to help (child) with (his/her) homework • Provides information about why (child) is placed in particular (groups or) classes • Provides information on how to help (child) plan for college • Provides information about how to help (child) plan for work after (he/she) completes (his/her) education
NHES PF1	Since the beginning of this school year, have you: • Attended a general (school/Head Start/program) meeting, for example (an open house), a back-to-school night or a meeting of a parent-teacher organization • Gone to a regularly-scheduled [parent-teacher conference with (Child)'s teacher/meeting with (Child)'s teacher or care provider • Attended a (school/Head Start/program) or class event, such as a play, (or) sports event (or science fair) because of child
NHES PF2	Since the beginning of this school year have you : • Attended (an open house or) a back-to-school night • Attended a meeting of a PTA, PTO, or Parent-Teacher Student Organization • Gone to a meeting of a parent advisory group or policy council • Gone to a regularly-scheduled [parent-teacher conference with (Child)'s teacher/meeting with (Child)'s teacher or care provider • Attended a (school/Head Start/program) or class event, such as a play, (or) sports event (or science fair) because of child • Acted as a volunteer at the (school/Head Start program/program) or served on a committee
NHES PF3	During this school year, how many times have you gone to meetings or participated in activities at (Child)'s school?
NHES PF4	Some schools have written parent involvement agreements or learning compacts that say how parents and the school will share the responsibility for their children's education. Does (Child)'s (school/current school) have a written agreement like that?
NHES PG3	During this school year, has any teacher in (Child)'s (school/current school) assigned homework or a project, such as a family tree, that was meant to have (him/her) share ideas and talk with family members?

Source and Item Number	Item Stem
NHES PH3	There are many different names for people who do home visits, such as parent educators, family mentors, medical doctors or nurses. What description is best for the person who visited you in your home? • Parent educator • Family mentor • Medical doctor • Nurse • Social worker • Other (Specify) • Refused • Don't know
NHES PH4	Have you had home visits in the past 12 months?
CER-P, pg. 11	Using the following scale, please indicate the extent to which your school is involved in the following restructuring efforts. (1=Characteristic of most of my school, initiated prior to reform, 2=Characteristic of most of my school, initiated since reform, 3=Something that we will be working on more in the next two years, 4=Not a priority for the next two years, 5=Not important) • School has formal mechanisms for coordinating with community agencies, for example, offering services dealing with child care, drug and alcohol abuse, and parental employment and training, etc. • School participates in an external mentoring program, such as, "I Have a Dream," which follows students for several years • School has formal arrangements with local employers to place students in career-ladder jobs during the school year, summers and following high school graduation • School has formal arrangements with institutions of higher education to assist students to continue their schooling
LSC-S A. 1e, 1	Please provide your opinion about each of the following statements. (Strongly disagree, Disagree, No opinion, Agree, Strongly agree) • Parental involvement greatly contributes toward children's success in science • The science program in this school is strongly supported by local organizations, institutions, and/or businesses.
LSC-S C. 10j	About how often do you do each of the following in your science instruction? (Never, Rarely, Sometimes, Often, All or almost all science lessons) • Arrange to have a guest speaker/science "expert" come to your class as a resource
CER-T, pg. 2	About how many hours outside of class do you spend during a typical week in each of the following activities? • Working on educational reform with a community or citywide group • Attending school plays, sports or other school events
CER-10, pg. 8	Please mark the extent to which you agree or disagree with each of the following statements. (Strongly disagree, Disagree, Agree, Strongly agree) The principal at this school: • Promotes parental and community involvement in the school
CER-10, pg. 9	Please mark the extent to which you agree or disagree with each of the following statements: • Staff at this school work hard to build trusting relationships with parents. • Parents have confidence in the expertise of teachers.

Source and Item Number	Item Stem
CER-10, pg. 9	How many teachers in this school: (None, Some, About half, Most, Nearly all) • Really care about this local community
CER-10, pg. 13	Please mark the extent to which you agree or disagree with each of the following statements: (Strongly disagree, Disagree, Agree, Strongly agree) In this school: • A variety of formal and informal methods are used to communicate with parents and community • Teachers work closely with parents to meet students' needs • Parents are greeted warmly when they call or visit • Parents are invited to visit classrooms to observe the instructional program • Teachers really try to understand parents' problems and concerns • The teachers and staff in this school really listen to children • We encourage feedback from parents and the community • We work at communicating to parents about the support needed to advance the school mission
CER-10, pg. 15	How much of an obstacle would each of the following be to implementing these recommendations for language arts in the CPS? (Major obstacle, Moderate obstacle, Minor obstacle, Not an obstacle) • Parents would object to this change
RUC 45	Since the beginning of the current school year, how many students' parents (or guardians) have you talked with individually regarding their child's classroom performance (not including contact at back-to-school night)? • None • 1-4 students' parents • 5-9 students' parents • 10-19 students' parents • 20-29 students' parents • 30-39 students' parents • 40-59 students' parents • 60 or more students' parents
CER-P, pg. 6	Check the extent to which you agree or disagree with each of the following statements. (Strongly disagree, Strongly agree) • I receive a great deal of support from parents for the work I do. • Parents respect teachers in this school. • Teachers respect parents in this school. • People in this community make efforts to help this school. • The relationship between the school and the community is good. • This school makes an effort to reach out to the community. • most staff are aware of issues and concerns of the community in which the school is located.
CER-P, pg. 7	Check the extent to which you agree or disagree with each of the following statements. (Strongly disagree, Neutral, Strongly agree) • The parent members of the LSC treat me with respect.

Source and Item Number	Item Stem
PROS-P Q24	Indicate the activities related to parent involvement that are available to the parents of Chapter I students in your school. • Parent resource center • Designated liaison staff to work with parents, training teachers, or coordinate parent involvement activities • Opportunities for parents to be classroom volunteers • Home-based educational activities • Parent advisory council • Special activities or strategies for parents who lack literacy skills • Special activities or strategies whose native language is not English • Opportunities to participate in programs providing adult literacy skills
SFP TQ Q-2	Estimate the percent of your students' families that you contacted this year in these ways: • Letter or memo • Telephone • Meeting at school • Scheduled parent-teacher conference • Home visit • Meeting in the community • Report card pick-up • Performances, sports, or other events
SFP TQ Q-5	Circle the degree of importance each type of involvement is: • WORKSHOPS for parents to build skills in PARENTING and understanding their children at each grade level • WORKSHOPS for parents on creating HOME CONDITIONS FOR LEARNING • COMMUNICATIONS from the school to the home that all families can understand and use • COMMUNICATIONS about report cards so that parents understand students' progress and needs • Parent-teacher CONFERENCES with all families • SURVEYING parents each year for their ideas about the school • VOLUNTEERS in classrooms to assist teachers and students • VOLUNTEERS to help in other (non-classroom) parts of the school • INFORMATION on how to MONITOR homework • INFORMATION for parents on HOW TO HELP their children with specific skills and subjects • Involvement by families in PTA/PTO leadership, other COMMITTEES, or other decision-making roles • Programs for AFTER-SCHOOL ACTIVITIES, recreation, and homework help

BEST COPY AVAILABLE

Source and Item Number	Item Stem
SFP TQ Q-6	How important is each of these for you to conduct at your grade level • Have a conference with each of my student's parents at least once a year • Attend evening meetings, performances, and workshops at my school • Contact parents about their children's problems or failures • Inform parents when their children do something well or improve • Involve some parents as volunteers in my classroom • Inform parents how report card grades are earned in my class • Provide specific activities for children and parents to do to improve students' grades • Provide ideas for discussing TV shows • Assign homework that requires children to interact with parents • Suggest ways to practice spelling or other skills at home before a test • Ask parents to listen to a story or paragraph that their children write • Work with other teachers to develop parent involvement activities and materials • Work with community members to arrange learning opportunities in my class • Work with area businesses for volunteers to improve programs for my students • Request information from parents on their children's talents, interests, or needs • Serve on a PTA/PTO or other school committee
SFP TQ Q-9	Over the past two years, how much has the school involved parents at school and at home? (Less this year than last -- more this year than last)
SFP TQ Q-10G	About how many hours each week, on average, do you spend contacting parents?
5.3 Volunteering in schools	
LS-1A 4a	Do any unpaid volunteers provide services for the library media center?
NAEP-T 22	How often do you usually have instructional aides or volunteers to assist you in your classroom?
NAEP 31-32	Does your school do any of the following to involve parents? Fill in one oval on each line. (Yes, routinely, Yes, occasionally, No) • Use parents as aides in classrooms • Encourage parents to visit classrooms
NHES PP1	Since the beginning of this school year, have you: • Acted as a volunteer at the (school/Head Start program/program) or served on a committee

Source and Item Number	Item Stem
SFP TQ Q-3A	In my CLASSROOM, volunteers... • I do NOT use classroom volunteers • Listen to children read aloud • Read to the children • Grade papers • Tutor children in specific skills • Help on trips or at parties • Give talks (e.g., on careers, hobbies, etc.)
SFP TQ Q-3B	In our SCHOOL, volunteers... • Are NOT USED in the school now • Monitor halls, cafeteria, or other areas • Work in the library, computer lab, or other area • Teach mini-courses • Teach enrichment or other lessons • Lead clubs or activities • Check attendance • Work in "parent room"
SFP TQ Q-3C,D,E	Number of volunteers who assist me in a typical week Number of different volunteers who work anywhere in the school on an average week

BEST COPY AVAILABLE

Source and Item Number	Item Stem
5.4 Including parents in decision-making structures	
SASS-3A 33a	Does this school have a decision-making body other than a school board, student council, parent/teacher association (PTA), or parent teacher organization (PTO)?
SASS-3A 33b	Who composes this decision-making body? • School principal • School vice principal or assistant principal • Teachers picked by principal • Teachers who volunteer • Teachers who are elected • Department head • Students picked by faculty or principal • Students who are elected • Parents picked by principal/administrative staff • Parents who volunteer • Parents who are elected by community groups • Other community representatives • Superintendent or other district representative
NHES PF8	• Does child's school include parents on committees or in other groups that make decisions about school policies having to do with the school budget, what will be taught, discipline, or other policies?
NHES PF9	• At child's school, do parents have a real say in school policy decisions?
CER-P, pg. 12	Check the extent to which you agree or disagree with each of the following statements. (Strongly disagree, Neutral, Strongly agree) • I often seek individual parents' feedback about how their children and the school are doing. • Parents ought to leave school decisionmaking to professionals.
CER-10, pg. 3	Please rate the extent to which the following have changed in the past three years (Worse, No change, Better); Then indicate what impact Chicago School Reform has had on each. (Negative, None, Positive) • The school's relations with parents • How parents get along with teachers • How the school relates to the community

Source and Item Number	Item Stem
5.5 Collaborating with business, governmental, and community organizations	
CER-P, pg. 11	Using the following scale, please indicate the extent to which your school is involved in the following restructuring efforts. (1=Characteristic of most of my school, initiated prior to reform, 2=Characteristic of most of my school, initiated since reform, 3=Something that we will be working on more in the next two years, 4=Not a priority for the next two years, 5=Not important) • Students participate in community-based learning • Long-term adult mentors for students • Teachers work closely with parents and human service professionals to meet student needs • School has a systematic program for parent involvement in the academic life of students that goes beyond the normal activities of PTA, parents' night, and attendance at extracurricular events • School has formal mechanisms for coordinating with community agencies, for example, offering services dealing with child care, drug and alcohol abuse, and parental employment and training, etc. • School participates in an external mentoring program, such as "I Have a Dream" which follows students for several years • School offers adult education programs and recreational opportunities for the community • School has formal parent and community volunteer program • School has formal arrangements with local employers to place students in career-ladder jobs during the school year, summers and following high school graduation • School has formal arrangements with institutions of higher education to assist students to continue their schooling
PSA-PD TX1	On a scale of 1 to 5, to what extent did the professional development activities you participated in since the end of last school year involve the following local community resources? • Other teachers • Subject specialists or experts • Business/industry professionals • College/university educators • Community representatives

• In some cases, survey items have been abbreviated from their original form.

APPENDIX C6

Finances and Human Resources Development

Source and Item Number	Item Stem
6. Finances and Human Resources Development	
6.1 Finance strategies	
We found no items to address this aspect of Finances and Human Resources Development.	
6.2 Equity and equalization	
We found no items to address this aspect of Finances and Human Resources Development.	
6.3 Labor markets, recruitment, and compensation	
SASS-1A 31 SASS-3B 49	Is there a salary schedule for teachers in this district?
SASS-1A 32 SASS-3B 50	According to the salary schedule, what is the normal yearly base salary for - • A teacher with a bachelor's degree and no teaching experience? • A teacher with a master's degree (or its equivalent in credit hours beyond a bachelor's) and no teaching experience? • A teacher with a master's degree plus 30 credits, and no teaching experience? • A teacher with a master's degree (or its equivalent in credit hours) and 20 years of teaching experience? • A teacher at the highest possible step on the salary schedule?
SASS-1A 33 SASS-3B 51	What is the range of teachers' yearly base salaries in this district?
SASS-1A 34	Are teachers in this district covered by a retirement plan?
SASS-1A 35	Can teachers who move to a job in this district from another district IN THIS STATE receive FULL or PARTIAL credit in the retirement system for their years of teaching experience? Do teachers have to purchase this credit?
SASS-1A 37	Does this school district currently use any of the pay incentives listed above (cash bonus, different step on the salary schedule, other salary increase) to recruit or retain teachers to teach in less desirable locations?
SASS-1A 38, SASS-3B 53	Does this district/school (or an organization with which it is affiliated) currently use any of the pay incentives listed above (cash bonus, different step on the salary schedule, other salary increase) to retain teachers to teach in fields of shortage? Which of these pay incentives are used for this purpose?

Source and Item Number	Item Stem
SASS-1A 39, SASS-3B 54	Does this school currently use any of pay incentives listed above (cash bonus, different step on the salary schedule, other salary increase) for teachers' completion of in-service training or college credits? Which of these pay incentives are used for this purpose?
SASS-1A 40, SASS-3B 55	Does this school currenly use pay incentives for other purposes(e g., retaining good teachers, rewarding excellence)?
SASS-1A 18, SASS-3B 32 a-j	Which of the following criteria are used in considering applicants for teaching positions in this school? Not used, used but not required, or required. • Full standard certification by a private school organization or association • Full standard STATE certification for field to be taught • At least emergency or temporary state certification or endorsement for field to be taught • Graduation from a state-approved teacher education program • College major or minor in field to be taught • Passage of a STATE test of basic skills • Passage of a STATE test of subject knowledge • Passage of a DISTRICT test of basic skills or subject knowledge • Passage of the NTE-core battery • Passage of the NTE-professional specialty area

* In some cases, survey items have been abbreviated from their original form.

APPENDIX C7

Educational Productivity

Source and Item Number	Item Stem
7. Educational Productivity	
Cross-cutting Items	
FRSS-ER-T 3, 4	The following are examples of some types of activities that are part of new or ongoing education reforms taking place in various parts of the country. For each, indicate in column A the extent to which you are implementing the activity in your classes (not at all to a great extent). In column B, chech the three activities for which information is most needed. • Assisting all students to achieve to high standards • Providing students or parents with examples of work that is successful in meeting high standards • Using authentic student assessments (e.g., portfolios) that measure performance tied to high standards • Using curricula tied to high standards • Using instructional strategies (e.g., hands-on activities, cooperative learning) tied to high standards • Using textbooks or other instructional materials tied to high standards • Using innovative technologies such as the Internet and telecommunications-supported instruction For each of the education reform activities in question 3 above, circle...if you are implementing it in any of your classes in the following subject areas: English/language arts; History/social studies; Math; Science
FRSS-ER-S 4	Various strategies are being proposed and developed to support comprehensive reform. In column A, indicate the extent to which the following strategies are being implemented in your school (not at all to a great extent). In column B, indicate the areas where information is most needed. • A strategic plan for enabling all students to achieve to high levels of performance • Professional development to enable staff to teach the content students are expected to learn • Instruction materials such as textbooks that expose students to the content they are expected to learn • Adaptations so that all students are expected to achieve to high levels of performance, specifically limited English proficient students and students with learning disabilities • Assessments that measure performance against the content students are expected to learn • Assessments that are used for school accountability and continuous improvement

BEST COPY AVAILABLE

Source and Item Number	Item Stem
7.1 Standards	
SASS-2A 26	We are interested in the importance you place on various educational goals. From the following eight goals, which do you consider the most important, the second most important and the third most important? • Building basic literacy skills (reading, math, writing, speaking) • Encouraging academic excellence • Promoting occupational or vocational skills • Promoting good work habits and self-discipline • Promoting personal growth (self-esteem, self-knowledge, etc.) • Promoting human relations • Promoting specific moral values • Promoting multicultural awareness or understanding
LS-2A 21 h, m	Degree of agreement • The principal knows what kind of school he/she wants and has communicated it to the staff. • Goals and priorities for the school are clear.
LSC-S 1n	Degree of agreement • I am well informed about NRC National Science Education Standards for the grades I teach.
LSC-S 3c	My school's principal encourages the implementation of current national standards in science education. (never, seldom, sometimes, etc.)
CRC III. 18, 19	Please indicate how familiar you are with each of the documents listed below. NCTM Curriculum and Evaluation Standards; California Mathematics Framework, etc. (Have not heard of this, have heard of this, etc.) Degree of agreement • The principal of this school is well-informed about one or more of these documents. • There is a school-wide effort to achieve the kind of mathematics education promoted by one or more of these documents. • Our district is providing extensive staff development based on one or more of these documents.
CRC III. 20	Which of the following does your school make available to you? (no; yes, but I do not use, etc.) • A personal copy of the California Mathematics Frameworks • Workshops/in-services related to new mathematics standards • Release time to attend off-site workshops or conferences related to new mathematics standards • Replacement units to supplement mathematics textbooks • Instructional materials relevant to new mathematics standards (e.g. manipulatives)
CRC III. 21	Consider the ideas about mathematics teaching listed below. Which of them do you see as core ideas of the new mathematics standards, whether or not you agree with them? (options)
CRC III. 22	How do you feel about the kind of mathematics education promoted by the new mathematics standards and assessments? (extremely negative -- extremely positive)

Source and Item Number	Item Stem
TIMSS 13	Indicate your familiarity with each of the following documents: • National Council of Teachers of Mathematics (NCTM) Professional Standardss for Teaching Mathematics • State Education Department Curriculum Guide • School District Curriculum Guide • School Curriculum Guide • The National Assessment for Educational Progress (NAEP) Assessment Frameworks/Specifications • State Education Department Assessment Specifications
RUC 82e,f,i	Within the last three years, which of the following occurred at your school? • Establishing a policy of increased homework • Established a stricter attendance policy • Increased graduation requirements in English, mathematics, science, social studies, computer science, or foreign languages • Implemented competency testing for promotion or graduation • Established grade requirements for participation in athletics or extracurricular activities (yes, no, don't know)
FRSS-ER-S 17	To what extent are the following items barriers to applying high standards to all students in your school? • Inadequacy of guidance on what standards to use • Inadequacy of professional development • Outdated textbooks etc. (not at all, small extent, etc.)
FRSS-ER-T 1	Currently, there is much discussion of the need to establish new higher standards for student achievement. How well do you understand this concept? (not well at all -- very well)
FRSS-ER-T 2	How well equipped do you feel as a teacher to set or apply these new higher standards of achievement for your students? (not well at all -- very well)
FRSS-ER-T 5	Many educators are making efforts to apply the same high standards of performance to all students, including students with limited English proficiency or with disabilities. Indicate the extent to which you apply the same high standards to students with limited English proficiency and for students with disabilities as for other students. Indicate the extent to which you need information on helping these students achieve to high standards.
CER-10, pg. 12	Degree of agreement. • This school has well defined learning expectations for all students.
LSC-P 5i,j,k,l,m	In your opinion, how great a problem is each of the following for science and mathematics instruction in your school as a whole? • State curriculum framework and/or approved textbooks/programs not aligned with reforms • District curriculum framework and/or approved textbooks/programs not aligned with reforms • State testing policies not aligned with current thinking • District testing policies not aligned with current thinking • State, district, or school grading policies not aligned with reforms

Source and Item Number	Item Stem
LSC-S 7a,b	Please rate the effect of each of the following on your science instruction. • State and/or district curriculum frameworks • State and/or district testing policies (not a problem -- a major problem)
7.2 Student assessment and achievement	
LSC-S 2m	Please rate each of the following in terms of its importance for effective science instruction in the elementary grades and how prepared you feel to do each of the following: • Using a variety of both formal and informal assessment strategies
LSC-S 11z,aa,bb	About how often do students take part in each of the following types of activities as part of their science instruction? • Take publishers' tests or end-of-chapter tests • Take tests requiring constructed responses or essays • Do performance tasks for assessment purposes
LSC-M 11aa	About how often do students take part in each of the following types of activities as part of their mathematics instruction? • Work on portfolios
LSC-P 4j,k	Please rate each of the following in terms of its importance for effective science and mathematics instruction in the elementary grades. • Using performance-based assessment • Using portfolios
CRC 6c	Consider the way you teach mathematics now compared to how you taught the subject 3-5 years ago. How much has your teaching changed in each of the following respects: • How I assess students' mathematics knowledge (no change -- major change) Please describe this change, if any:
CRC 43i	How well prepared are you to use performance-based assessment? (not well prepared -- very well prepared)
CER-P, pg. 11	Please indicate the extent to which your school is involved in the following restructuring efforts. • School makes program decisions based on systematic analysis of student performance data
CER-T, pg. 7	How often do you do the following things as a part of reading instruction? • Provide specific feedback on student performance and refer to skills competencies (almost every day -- less than once a week)

Source and Item Number	Item Stem
CER-10, pg. 6	How important are each of the following for you in judging how well students are learning? • Multiple-choice tests • Short-answer tests • Essay tests • Student work on open-ended problems • Portfolio of student work • Group projects • Individual projects • TAP (standardized achievement test) results
CER-10, pg. 6	Please indicate the importance you give to each of the following in grading student performance in your classes. • Achievement relative to the rest of the class • Absolute level of achievement • Individual improvement or progress over past performance • Effort • Class participation • Completing homework assignments • Consistently attending class • Group work
RUC 73	Indicate the importance you give to each of the following grading criteria in setting grades for students in this class • Absolute level of achievement • Achievement relative to the rest of the class • Individual improvement or progress over past performance • Effort • Class participation • Completing homework assignments • Consistently attending class
CER-10, pg. 5	How much time did you spend this school year preparing students for standardized tests such as the TAP and IGAP?
NHES PF7	Has (CHILD)'s current school given you written information about students as a group, telling you about their standardized test scores or attendance rates?
NELS 24	Indicate the importance you give to each of the following in setting grades for students in your classes. • Absolute level of achievement • Achievement relative to the rest of the class • Individual improvement or progress over past performance • Effort • Class participation • Completing homework assignments • Consistently attending class

BEST COPY AVAILABLE

Source and Item Number	Item Stem
NAEP 13	Is there a district or state test that students in your school are required to take at any of the following grades? (none -- grade 5)
CER-P, pg. 10	Current test scores do not adequately reflect student learning in this school (agree or disagree)
CER-P, pg. 11	Please indicate the extent to which your school is involved in the following restructuring efforts. • Learning and assessment tasks that emphasize student production rather than reproduction of knowledge
RUC 72	What do you estimate will be the approximate distribution of final student grades in this class? (A,B,C,D,F -- total=100%)
CER-T, pg. 6	How often do you do the following things as a part of math instruction with this class? • Test students' mastery of the materials and/or skills (almost everyday -- less than once a week)
7.3 School Accountability Indicators	
SASS-3A 30a-d	Last school year, were any students enrolled in 12th grade? How many students? How many students graduated from the 12th grade last year? How many of last year's graduates applied to two-year or four-year colleges?
NAEP 16	Are results of district-wide or statewide standardized tests used throughout your school for public accountability and reporting (to parents, district, state, etc.)
LSC-P 3e	Please give us your opinion: • It is important to use student assessment results to judge how well students are doing compared to national norms.
FRSS-ER-S 6	To what extent are assessments that your school uses expressed in terms of students meeting various levels of performance standards (e.g. proficient, advanced, novice)? (not at all, small extent, etc.)
7.4 Rewards, sanctions, and competition to motivate achievement	
We found no items to address this aspect of Educational Productivity.	

• In some cases, survey items have been abbreviated from their original form.

APPENDIX C8

Technology

Source and Item Number	Item Stem
8. Technology	
8.1 Developing and using technology-based information systems to support school and district management and communication	
We found no items to address this aspect of Technology.	
8.2 Improving instruction and opportunities, including teachers' use of technology in the classroom	
LS-1A 15	Does this school participate in distance learning? For example, are lessons taught via television, satellite, or computer network?
FRSS-T 3	Please indicate whether or not each type of equipment or service is available at this school, and where in the school it is located. (location: school, admin. offices, teacher workrooms, classrooms, computer labs, library/media center) • Computers connected to a local area network • Computer w/modem • Computer with connection or access to a wide area network • Broadcast TV • Cable TV • Closed-circuit TV • One-way video with two-way audio or computer link • Two-way video and audio
FRSS-T 4	Does your local area network connect any of the following for instructional and/or administrative purposes? (networking options)
FRSS-T 5a	What type of access to the Internet does this school have? (options)
FRSS-T 5b	Does this school have plans to obtain access to the Internet?
FRSS-T 6	Which of the following Internet resources or capabilities does your school have and who in your school has access to each? (administrative staff, teachers, students, unavailable) • E-mail • News groups • Resource location services • World wide web access • Other

BEST COPY AVAILABLE

Source and Item Number	Item Stem
FRSS-T 10	To what extent do administrative staff, teachers, and students use wide area networks?
FRSS-T 11	Which of the following possible restrictions involving student access to wide area networks apply in your school? • No students have access • All students have access • Network access is restricted to specific grades • Network access is restricted to those students currently enrolled in or having completed a computer course • Network access is restricted to students in specific programs • Other
FRSS-T 12	To what extent do each of the following groups have a formal role in developing your school's advanced telecommunications activities? • Students • Teachers/staff • Parents • School district • State education agency • Regional associations • Business leaders • Institutions of higher education • Other community organizations • Other

Source and Item Number	Item Stem
FRSS-T 13	Please indicate to what extent, if any, each of the following are barriers to your school's acquisition or usage of advanced telecommunications capabilities. • Lack of or poor equipment • Inadequate hardware upkeep and repair • Too few telecommunication access points in building • Problems with telecommunications service provider • Lack of instructional software • Software too complicated to use • Lack of time in school schedule • Telecommunications links not easily accessible • Telecommunication equipment not easily accessible • Lack of technical support or advice • Lack of administrative support or initiative • Lack of or inadequately trained staff • Lack of teacher interest • Lack of teacher awareness regarding ways to integrate telecommunications into curriculum • Lack of student interest • Lack of parent or community interest • Not enough help for supervising student computer use • Concern about access to inappropriate materials • Funds not specifically allocated for telecommunications • Variability of telecommunications rates from service providers • Use of advanced telecommunications does not fit with the educational policy of this school
FRSS-ER-S 4 d	Various strategies are being proposed and developed to support comprehensive reform. In column A, indicate the extent to which the following strategies are being implemented in your school (not at all to a great extent). In column B, indicate the areas where information is most needed. • Innovative technologies such as the Internet and telecommunications-supported instruction that expose students to the content they are expected to learn
CES-S 11	A number of statements are listed below. Please indicate whether you agree or disagree with each statement. • Computers can help me to learn things more easily. • Knowing how to use computers is a worthwhile skill. • All students should have an opportunity to learn about computers at school. • Computer classes are among my favorite classes. • It would be very hard for me to learn how to use computers.
CES-S 19	During this school year, how many times did any of your teachers use the computer to explain or demonstrate something to the whole class?
CES-S 20	In which grades have you used computers in schools?
CES-S 21	How many times did you use school computers during this school year? (by frequency and subject area)

Source and Item Number	Item Stem
CES-S 22	During this school year, how many times did you use computers in school in any of the following different ways? • Learning something new • Doing drills and practice • Conducting laboratory experiments • Writing/word processing • Programming assignments • Spreadsheet assignments • Assignments to analyze data • Taking tests • Playing games • Other
CES-S 23	How many times since starting school did any teachers teach you how to do each of the following things? (by computer skill and frequency)
CES-S 26	Listed below are a number of problems that students have reported in using computers in schools. For each problem, indicate how often this has been a problem for you in school during this school year. • Computers are not available all the time. • The programs are difficult to operate. • The subject matter is difficult to understand. • Programs are not interesting to me. • There is not enough help. • The computer is broken. • Too many students have the computer at the same time. • Other
CES-CC 21	Which of the following software is available for teaching and learning purposes at your school? (27 options listed)
CES-CC 22	For which of the following subjects is software available in your school or easily accessible through agencies outside the school, for teaching and/or learning activities? (options)
CES-CC 23	Consider all of the instructional software that is in use at your school. Roughly, what portion of that software was produced noncommercially (i.e., written by your own teachers and/or students, developed by school systems, or otherwise in the public domain)?

Source and Item Number	Item Stem
CES-CC 24	How high a priority are the following types of computer-related expenditures in your school's current plans? • A larger number of computers in lab settings • A larger number of computers in individual classrooms • More powerful computers • Computers networked for shared disk storage • Computers networked for an integrated, computer-managed system of instructional software • More printers or other peripherals for computers already present • Greater variety of instructional software • More tool software • Other
CES-CC 25	Schools make decisions about computers in different ways - decisions such as what additional hardware and software should be acquired and which uses of computers should get priority. At your school, who mainly makes each of the following kinds of decisions? (district, school admin., computer coor., group of teachers, each teacher) • Computer acquisitions decisions • Software acquisition decisions • Where computers should be located in the school • Allocating computer time among classes, subjects, and uses • The content of computer literacy classes or units • The software to be used in a particular class
CES-CC 26	In which school contexts do students get a substantial amount of instruction focusing on computers (computer literacy, programming, computer applications skills)?
CES-CC 30	Roughly how much of all student use of computers during this school year will involve each of the following activities? (options get at how computer time is being spent)
CES-CC 31	How often are computers in your school used by a student for each of the following activities? • Work at home with a school computer • Exchanging messages or files between computers in your school • Exchanging messages or files between a computer at your school an done at another school • Retrieving information from a large public database, such as Compuserve • Writing copy for a school newspaper or yearbook • Using a computer for a computer club • Taking a test at the computer

BEST COPY AVAILABLE

Source and Item Number	Item Stem
CES-CC 32	How often are computers in your school used by a teacher for each of the following activities? • Work at home with a school computer • Exchanging messages or files between computers in your school • Exchanging messages or files between computers at your school an done at another school • Retrieving information from a large public database • Inspection and evaluation of software • Preparing/developing educational software • Preparing other instructional materials • Giving a lesson by showing something on a computer in front of the class • Other purposes
CES-CC 33	Listed below are some problems that can affect your school's ability to use computers effectively. (sorted by hardware, software, instruction, organization/administration about 30 items)
CES-P 3	When your school first started using computers, what reasons were put forward for introducing computers for teaching and learning activities? • To give students knowledge about computers that they will need in the future • To make the school a more interesting place for current students • To attract new students to the school • To improve student achievement • To keep our curriculum and methods up-to-date • To promote individualized learning • To promote cooperative learning • The school had a chance to acquire computers • Teachers were interested • Other
CES-P 4	Since last September, how often have you heard about each of the following events taking place at your school? • A teacher talked about how much students enjoy using computers. • A teacher talked about how much more students are learning by using computers. • A teacher talked about how much more he/she enjoyed teaching since the school began using computers. • A parent facilitated the use of computers at school. • A school administrator facilitated the use of computers by a teacher or students.

Source and Item Number	Item Stem
CES-P 6	Some schools, districts, and states establish specific policies about computer use. For each policy area described below, indicate whether your school, school district, or state has established any policies in that area for schools like yours. • A policy that all students should have computer experiences before graduating this school level • A policy prescribing the content of a class unit such as Introduction to Computers • A policy prescribing the content of a course in computer science or programming • A policy prescribing the types of software to be used when computer are used for instruction • A policy that software purchases must be on an approved list • A policy that hardware purchases must conform to certain rules • A policy requiring a minimum amount of computer training for certification of teachers of other subjects • A policy requiring the use of computers in a certain grade or for a specific subject • Priorities for particular types of instructional uses over others • Rules about game playing computers • Regulations limiting which students may use certain computers • Another policy specifying actions to assure equity in computer use among different students
CES-P 11	To implement computer use effectively, some schools find outside assistance valuable. Others have trouble getting that help. In your case, please indicate how outside groups and agencies have provided help and support for school computer activities in these four areas(financial, technical expertise, teacher training, instructional support)
CES-P 12	Listed below are some problems that can affect your school's ability to use computers effectively. Please read each alternative and indicate how serious the problem is for your school. (organized by hardware, software, instruction, organization/administration 30 options)
CES-T 12	During a typical week in which computers are used by students in this class for reading, writing, or language arts, how many days does one student in this class use computers?
CES-T 16	Since this school year began, how often has a typical student used each of the following kinds of computer programs on school computers?(options)
CES-T 18	Towards which three of the following goals is your use of computers in this class most directed? • For student mastery of language arts skills • For improving students writing skills • As a reward for completing their other work • For understanding or interpreting literature • For improving reading vocabulary or basic comprehension • For motivating interest in English or reading • For teaching about computers • For challenging the brightest students • For remediating deficiencies of some students • Other

BEST COPY AVAILABLE

Source and Item Number	Item Stem
CES-T 22	Listed below are a variety of resources that are used for instructional purposes. Please indicate if the resource is readily available to you, if you use the resource regularly for instructional purposes, and if you need training to adequately use the resource for instructional purposes: • Personal computer(s) • Video cassette recorder(s) (VCRs) • Television monitor(s) • Hypermedia or multimedia software • Standard PC software, i.e., word processing, database management, spreadsheets • Specialized instructional software • On-line databases, i.e., Compuserve, Dialog, Prodigy, etc. • Instructional laserdiscs/videodiscs • Instructional videotapes
8.3 Continuing professional development	
SASS-4A 31	Since the end of the last school year, have you participated in any in-service or professional development programs which focused on the following topics? • Uses of educational technology for instruction (e.g., use of computer, satellite learning)
CES-CC 34	Which of these formal staff development activities are readily available for teachers at your school and through which agencies? • Introductory courses in using computers • How to use application programs • How to use computers in specific subjects • Computer programming instruction • Computer electronics instruction • Computer science courses for technical subjects • Educational software development • Evaluation of software using teaching
8.4 Establishing and maintaining program and student accountability	
We found no items to address this aspect of Technology.	

BEST COPY AVAILABLE

Source and Item Number	Item Stem
8.5 Organizing school operations	
CES-P 10	Considering both administrative and instructional uses of computers, how have computers affected your ability to accomplish each of the following aspects of management and organization? • The scheduling of classes and students • Feedback to administrators about student achievement • Recording and monitoring student attendance • Administrative record keeping on students • Administrative record keeping on teachers • Evaluation of the success of school policies • Overall efficient administration of the school • Other

• In some cases, survey items have been abbreviated from their original form.

BEST COPY AVAILABLE

Listing of NCES Working Papers to Date

Please contact Ruth R. Harris at (202) 219-1831
if you are interested in any of the following papers

Number	Title	Contact
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings

BEST COPY AVAILABLE

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

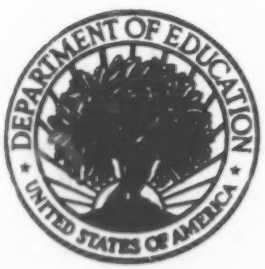
Number	Title	Contact
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03 (Feb.)	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10 (Apr.)	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11 (Apr.)	International Comparisons of Inservice Professional Development	Mary Rollefson
97-12 (Apr.)	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson



BEST COPY AVAILABLE